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ABSTRACT

Since 1979, the Education Information Network in the European Community (EURYDICE) has been conducting seminars designed to improve understanding of the different educational systems of the member states and to facilitate network cooperation. The papers in this document were given by speakers both from the Irish Department of Education and other educational institutions and cover a variety of educational issues in Ireland including recent developments and data. Topics included are: "School Administration in Ireland" (primary and secondary); "Curriculum, Examinations, Schools, Inspection" (primary and secondary); "Special Education in Ireland"; "Teacher Training and Recruitment" (primary and secondary); "Vocational Guidance in Ireland"; "Transition from School to Working Life"; "Temporary Grant Scheme for Youth Employment"; "Youth Employment Agency"; "Overall View of State Involvement in Higher Education"; "Higher Education and the Role of the Higher Education Authority"; "Third Level Education Outside the Universities"; "The National Council for Educational Awards"; "The Teaching of French in Ireland"; "Instituid Teangeolaiochta Eireann/The Linguistics Institute of Ireland"; and "Adult Education in Ireland." (BZ)

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EURYDICE
CENTRAL UNIT

ED281781

# EDUCATION IN IRELAND

Papers presented at the
EURYDICE Information Seminar
Dublin, 27-28 May 1982

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EURYDICE Information Seminar
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Brussels 1983

EURYDICE Central Unit
Brussels

Irish EURYDICE Unit
Dublin

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**EURYDICE CENTRAL UNIT**

Rue Archimède, 17/2
B-1040 Bruxelles
Tél: (02) 230.03.82 - 230.03.98

**Irish EURYDICE Unit**
Department of Education
Marlborough Street
Room 210
Dublin 1
Tél: (01) 74.02.07

C O N T E N T S


| | | |
|---|---|---|
| | FOREWORD | V |
| | INTRODUCTION | VII |
| I. | SCHOOL ADMINISTRATION IN IRELAND | |
| | 1. Primary Education (Sean Nolan) | 1 |
| | 2. Second Level Schools (Kevin O'Donnell) | 5 |
| II. | CURRICULUM, EXAMINATIONS, SCHOOLS, INSPECTION | |
| | 1. Primary Education ( Donnchadh O'Brolachain) | 10 |
| | 2. Second Level Education ( John Dunleavy) | 17 |
| III. | SPECIAL EDUCATION IN IRELAND ( S. O'Fiachra) | 22 |
| IV. | TEACHER TRAINING AND RECRUITMENT | |
| | 1. Primary Level ( Maire Ni Chionnaith) | 32 |
| | 2. Second Level Schools ( Sean O'Muircheartaigh) | 34 |
| V. | VOCATIONAL GUIDANCE IN IRELAND (T. O'Conchubhair) | 41 |
| VI. | TRANSITION FROM SCHOOL TO WORKING LIFE (P.A. O'Ceallaigh) | 44 |
| VII. | TEMPORARY GRANT SCHEME FOR YOUTH EMPLOYMENT (G. Conroy) | 47 |
| VIII. | YOUTH EMPLOYMENT AGENCY ( Maire Ni Chionnaith) | 53 |
| IX. | OVERALL VIEW OF STATE INVOLVEMENT IN HIGHER EDUCATION ( P.O. Maoldomhnaigh) | 56 |
| X. | HIGHER EDUCATION AND THE ROLE OF THE HIGHER EDUCATION AUTHORITY ( Caitriona Dooney) | 62 |
| XI. | THIRD LEVEL EDUCATION OUTSIDE THE UNIVERSITIES (T. O'Gilin) | 67 |
| XII. | THE NATIONAL COUNCIL FOR EDUCATIONAL AWARDS (P. Mac Diarmada) | 75 |
| XIII. | THE TEACHING OF FRENCH IN IRELAND ( J. Connolly) | 83 |
| XIV. | INSTITUID TEANGEOLAIOCHTA EIREANN / THE LINGUISTICS INSTITUTE OF IRELAND (Iosold Ni Dheirg) | 88 |
| XV. | ADULT EDUCATION IN IRELAND (Seamas O'Huallachain) | 92 |
| | LIST OF PARTICIPANTS OF THE INFORMATION SEMINAR | 97 |
| | FURTHER INFORMATION ABOUT EURYDICE | 99 |

FOREWORD

The promotion of closer relations between educational systems in Europe is one of the main themes of the action programme in the field of education, established by the Resolution of the Council and the Ministers of Education on 9 February 1976.

Closer relations depend on mutual understanding and trust, which can and should be built up by sharing information of projects and developments in the field of education.

It is for this reason that the Commission of the European Communities set up EURYDICE, the Education Information Network in the European Community and has worked together with Member States in the organisation of EURYDICE information seminars on their educational systems.

This volume contains the papers, which were prepared for one of these seminars, hosted by Irish authorities in 1982.

I hope that its publication will allow a greater number of people to increase their understanding of the education system in Ireland.

I thank all those who have contributed to the success of the seminar and who helped with the preparation of this volume.

Ivor RICHARD

Member of the Commission of
the European Communities

## INTRODUCTION

Since EURYDICE, the Education Information Network in the European Community, started its work in 1979, the Commission of the European Communities in cooperation with Member States, has been organising "EURYDICE Information Seminars".
The purpose of these seminars was and is to make the Heads of all EURYDICE Units better informed on the Education systems of the different Member States and to inform about the structures and the potential of national information and documentation services in the field of education.
This information action was considered as an important first step to improve the mutual understanding among EURYDICE responsibles, develop a "team-spirit" and thus ease the cooperation in the day-to-day work of the Network.
With a view to this potential impact of the seminars, responsible authorities in Member States (Ministries in particular) took them very seriously and made a major effort in order to prepare for up-to-date, relevant contributions, given by specialists and very often prepared for the only purpose of the seminars.

On the occasion of a EURYDICE seminar, organised by Italian authorities in 1981 it was already felt that it would be sensible to make further use of the most valuable contributions. Therefore the Italian Unit edited the speeches to provide a major publication.

This present publication deals with the Irish education system and is based on a EURYDICE seminar, hosted by Irish authorities on 27/28 May 1982 in Dublin.

Speeches given by speakers both from the Irish Department of Education and other educational institutions ranged over the different aspects of education in Ireland, including most recent developments and data.

Given the comprehensive approach and presentation of the speeches both the Irish EURYDICE Unit and the Commission's EURYDICE Unit felt that the putting together of these speeches would be a most useful exercise and that their translation into at least some other Community languages would allow access to an overall description of the Irish education system and provide a source of reference to be used both inside and outside the english-speaking world.
In preparing for the publication, the authors have been most cooperative, revising their texts where necessary and supporting the editorial work.
The translation services of the Commission of the European Communities helped with the translation of the texts into other languages and the Commission's EURYDICE Unit did the final editing and arranged for the printing.
While doing the editorial work no attempt was made to harmonize the different contributions, by cutting out overlap or eliminating the individual handwriting of the authors.

Wherever possible the texts were left in the form of their original presentation, i.e. as speeches given to an audience of foreign education and information experts. Consequently, their character is that of an overvieuw and not of a detailed scientific work.

Despite the fact that many of the speeches included here were given by officials of the Irish Department of Education, the points of view expressed in the speeches and in this publication are points of view of the individual persons and do not necessarily represent the official position of the Department.

DUBLIN/BRUSSELS
Spring 1983.

# I. SCHOOL ADMINISTRATION IN IRELAND

## 1. PRIMARY EDUCATION

BY SEAN NOLAN, ASSISTANT PRINCIPAL OFFICER

Certain fundamental principles relating to education are set down in the Constitution of Ireland. In it, the State acknowledges that the primary and natural educator of the child is the family and that parents are free to provide education in their homes, in private schools, or in schools recognised or established by the State. The State, however, requires that children receive a certain minimum moral, intellectual and social education. The State is obliged to provide for free primary education. The Constitution also provides that legislation granting State aid for schools shall not discriminate between schools of different religious denominations nor prejudice the rights of a child to attend a State-aided school without necessarily attending religious instruction at the school. These sections of the Constitution dealing with education therefore, seek to safeguard the rights of the parents especially in the matter of religious and moral formation and also the rights of the child to education.

The present Constitution however dates only from 1937 while the system of primary or national school education goes back much further. The introduction of the system of National Education (Primary) was announced in the British House of Commons on 9 September, 1831, by the Chief Secretary for Ireland Lord Stanley and the basic principles of the system were set out in his letter of October of that year. The schools to be provided under the new State aided system of National Education were to be voluntary local schools under local control and management. The State was not undertaking to provide schools, but would aid their provision in response to local initiative.

It was an essential element in the system that the community which the school would serve would be responsible for the provision of the school site, part of the building cost and the maintenance of the school. The original intention was that these schools would provide combined secular and separate religious instruction. For historical reasons the tendency however was for a school to be established on the initiative of a particular religious denomination to cater for children of that denomination almost exclusively. The system established in 1831 thus became one of the denominational schools. The system of management has remained to a large extent unchanged. The present Rules made by the Minister for Education give explicit recognition to the denominational character of these schools.

Primary or National Schools are therefore local schools under local patronage and control. The Patron is the person or body who applies for grant aid from the State for the establishment of the school. The Patron is usually the Bishop of the particular religious denomination concerned, although lay groups have also been recognised as Patrons. All managerial authority in the system devolves from the Patron. Up to 1975 each national school was managed by an individual manager nominated by the Patron. The manager in these cases was usually the local priest or clergyman. In 1975, Boards of Management representative of the Patron, the parents and the teachers were established for each national school. The Board of Management is responsible for

(1) the day to day operation of the school ;
(2) the appointment of teachers subject to the approval of the Minister for Education ;
(3) the maintenance of the school ;
(4) ensuring that the Rules made by the Minister for Education for the operation of national schools are complied with.

The description of the system so far might lead to believing that at primary level there is a multiplicity of schools all operating independently under Boards of Management and indeed this is so. However, the Department of Education exercises a central control over the system by

(1) prescribing a common programme of instruction for all schools ;
(2) prescribing the qualifications of the teachers ;
(3) assessing teacher performance by an inspection system ;
(4) prescribing the Rules for the operation of the schools, and
(5) planning school accommodation.

The schools while under local management and while providing some finances from local sources are in receipt of very substantial financial aid from the State in the form of various grants.

For example the salaries of all teachers, clerical workers and caretakers are fully paid by the central Government. Grants on a per capita basis are paid to Boards of Management to assist in the heating, cleaning and maintenance of the schools. The Board of Management is required to provide from local parochial finances a contribution equal to at least a quarter of the State Capitation Grant.

When a new school is to be built the Patron provides the site and a financial contribution to the building and furnishing cost amounting to about one eight of the total cost. All other expenditure on the school building is provided by the State. The schools are thus financed in the main from central Government with the balance of the necessary finance being provided, ususally through a church organisation, by the local community served by the school.

It is compulsory by law for children between the age of 6 and 15 years to attend a national or other suitable school unless there is good reason for not doing so. These matters are regulated by The School Attendance Act, 1926. About 96% of children attend National Schools ; the balance attend private primary schools.

Children may be enrolled in national schools at 4 years of age and about 63% of Irish children are in national schools at the age of 4. About 99% of 5 year old children are at primary school (1). The programme of instruction followed during these two years of pre-compulsory schooling is part of an integrated programme extending over the eight years of primary schooling.

---

(1) The 1980/81 participation rates of the different age groups are as follows :

| AGE | RATE |
|---|---|
| 4-12 | 99.5 |
| 13 | 99.5 |
| 14 | 97.0 |
| 15 | 86.0 |
| 16 | 67.0 |
| 17 | 52.0 |
| 18 | 29.0 |
| 19 | 18.0 |
| 20+ | 12.0 |

There are eight standards or grades in national schools. Two years of pre-compulsory schooling for children in the 4 to 5 and 5 to 6 year age groups followed by 6 years of compulsory schooling in standards first to sixth. Children thus start primary school at 4 or 5 years of age and transfer to second level schools at about 12 or 13 years of age.

A revised curriculum was introduced in primary schools in 1971. This curriculum is child centered rather than subject centered and allows for flexibility in timetabling and teaching methods. An integrated programme is provided in the subjects Irish language, English language, Mathematics, Social and Environmental Studies, Art and Craft, Music, Physical Education and Religious Instruction.

There is no terminal examination in primary schools. The progress of the pupil is monitored and recorded and the pupils record card is handed on to the second level school. The school year is a minimum of 184 days. Summer vacation is taken in July and August and there is a break of 2 weeks at Christmas and 10 days at Easter. During the school day there must be a minimum of 4 hours and 10 minutes of secular instruction and there is usually also 30 minutes of religious instruction.

All the teachers in primary schools are fully qualified. Before 1974 primary teachers were trained on the basis of a two year full time course at a College of Education leading to a Teachers Diploma. Since 1974 all primary teachers receive a university degree following a three year full time course of study. There are four main colleges for the training of primary teachers. These colleges produce 1000 graduates yearly who are used to replace retiring teachers, provide for growth in pupil numbers, improve the pupil teacher ratio and provide additional remedial teachers. Entry to the colleges is very competitive on the basis of results in the national terminal examination for second level schools and on the basis of interviews.

All vacancies for teachers in primary schools are advertised by the Boards of Management and teachers are appointed by the Boards after being recommended by a selection board.

There are 3,400 national schools in the country providing for almost 550,000 children and employing about 19,000 teachers. The national pupil teacher ratio is approximately 30 to 1. Where warranted remedial teachers and special class teachers for children with special educational needs are appointed in addition to the ordinary school staff.

Within the general framework of the system of primary education provision is made for handicapped and deprived children in special schools which are recognised by the State on the same basis as national schools and in special classes attached to ordinary schools. Children who are visually impaired, hearing impaired, physically handicapped, mentally handicapped and emotionally disturbed are catered for. In each case a programme suited to the needs of the particular kind of handicap is provided to cater for the special educational requirements of the handicapped child. The number of children in each class is of course very much smaller than in ordinary classes in primary schools.

Teachers in special schools and classes have the same basic qualifications as other primary teachers. In addition there are one year full time courses leading to a Diploma in Special Education and to the Diploma for Teachers of Hearing Impaired Children. Teachers are sent abroad on other courses and there are also in-service courses in the special and remedial education areas.

Because a great number of Irish primary schools were established well over 100 years ago when roads were poor, transport was primitive or non existent and Ireland had a rural population of perhaps three times what it is to-day a pattern of small schools relatively close to one another developed (1). The results are still to be seen to-day : 35% of all primary schools have less than three teachers and only 21% are large enough to have one teacher for each standard or grade. The situation was indeed worse but in the mid 1960's a policy of amalgamating small schools was adopted. The objectives of the policy were to make better use of teacher resources and to provide better educational facilities in larger school units. Over 1700 small schools were closed under this policy. The effectiveness of it can be judged by the fact that in 1963/64 two thirds of all primary schools were either one or two teacher schools while to-day only about one third are in this category.

This policy is now more or less finished. Many of the small schools now left are either in remote areas or serving the needs of religious minorities or in areas where the Irish language is the everyday language of the people.

Free transport is provided for children who are under 10 years of age and over two miles from their nearest school or more than three miles from it if they are over 10 years of age.

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(1) Within the European Community Ireland is the country with the lowest population density with 47 persons living per square-kilometer. Corresponding figures for the other nine Member States are : Greece 71, France 98, Denmark 118, Luxemburg 154, Italy 188, United Kingdom 229, Federal Republic of Germany 247, Belgium 321 and The Netherlands 337.

## 2. SECOND LEVEL SCHOOLS

BY KEVIN O'DONNELL, ASSISTANT PRINCIPAL OFFICER

### Brief Historical Note

1. There is a long tradition in Ireland of academic learning, extending back to the 7th and 8th centuries when Irish monks kept classical learning alive in their monasteries. The present system of post-primary education owes a lot to that tradition as is evidenced by the fact that the majority of our post-primary schools tend to have an academic bias and are under the management control of religious communities.

2. Post-primary education was provided on a voluntary basis until 1878 when the Intermediate Education Act was passed. This legislation provided for some funds for the schools and also instituted the first national examination. The funding, however, was based on examination results. This method of assessment was changed in 1924 when the Irish Government altered it to the capitation grant system which is still in operation. The old examination was also replaced by two examinations, the Intermediate Certificate Examination and the Leaving Certificate Examination.

3. In 1924 also the Department of Education took over the Board of Technical Instruction, a board which had been set up in 1899 to advance technical education in Ireland. A Committee was set up in 1926 to enquire into the provision of technical education and, arising from that Committee's work, legislation was introduced in 1930 under which the present system of vocational education operates.

4. In the 1960's major changes occurred in the post-primary area of education :

   - All schools were encouraged to provide practical subjects with a view to the correction of the imbalance betwwen the number of pupils receiving an academic type education and those receiving an education with a technical bias ;
   - The first Comprehensive School was established ;
   - Capital grants were given to secondary schools for the first time ;
   - A common Intermediate Certificate programme for Secondary and Vocational Schools was introduced ;
   - The Leaving Certificate programme was introduced into vocational schools ;
   - In 1967 the system was revolutionised when a scheme of free education was introduced, supported by a nationwide system of free school transport.
     Previously tuition fees were payable in secondary schools ; the new scheme sought to ensure equality of educational opportunity at second level for all young people, regardless of their family circumstances.

5. There was virtually an explosion in post-primary education following the introduction of the new scheme in which a large majority of the secondary schools participated. The number of students attending those schools doubled between 1960 and 1970 and almost trebled a decade later. The number of entrants for the terminal examination, the Leaving Certificate, increased by 350% between 1960 and 1980. In 1960 8,000 sat the examination, this increased to 19,000 in 1970 and to 36,000 in 1980.

Types of Post-Primary Schools

6. The following is an outline of the present system in operation in the post primary sector for pupils broadly in the age range from above 12 to 19 years.
There are four main types of schools : secondary schools, vocational schools, comprehensive schools and community schools (1).
A minor amount of second-level education is also provided in other institutions.

7. The Secondary School (sometimes referred to as Voluntary Secondary School) is the largest category, comprising approximately two thirds of all post primary schools. A small proportion of these schools cater for boarders. Traditionally these schools provided an academic (or grammar school) type of education. In recent years, however, they have tended towards the provision of some technical and practical subjects in their education programmes.

8. There are 242 Vocational Schools. Initially, the main thrust of the vocational schools was in the inculcation of manual skills and the preparation of young people for trades. Nowadaus, however, the full range of second-level courses is available in these schools, which are also the main supplier of adult education courses.

9. Comprehensive Schools were first established in 1966 in areas where existing second-level provision was inadequate or non-existent. They combine academic and vocational subjects in a wide curriculum. It was intended also that they would have an experimental function. There are 15 such schools and all pupils attending them are "day" pupils.

10. Community Schools are similar in many ways to comprehensive schools but differ in management structure. The first such schools were established in 1972/73 ; their numbers have since grown to 34. As in the Comprehensive Schools, these schools provide a broad curriculum embracing both practical and academic subjects for all the children of their areas in the second-level age range. They also provide facilities for adult education and community development projects.
Many Community Schools had their origins in the amalgamation of secondary and vocational schools due for replacement or renovation. They are also seen as meeting a demand in newly developed urban areas, formely supplied through separate secondary and vocational schools.
Apart from the provision of comprehensive facilities to cater for the varying aptitudes and abilities of all children irrespective of family means, it was envisaged that these schools would achieve the optimum utilisation of teachers, buildings and equipment as well as being the focal point for community activities.

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(1) Post-primary schools in Ireland 1980/81.

| Category of School | Number of Schools | Number of Pupils ('000) | Number of Teachers ('000) |
|---|---|---|---|
| Secondary | 524 | 200 | 11.5 |
| Vocational | 242 | 69 | 5.5 |
| Comprehensive | 15 | 8 | 0.5 |
| Community | 34 | 19 | 1.0 |
| Secondary Tops | 3 | 0.5 | / |
| TOTALS | 818 | 296.5 | 18.5 |

Differences and Similarities

11. There are both differences and similarities between the different types of schools.
The differences lie in their management structures, their funding arrangements and in the teaching qualifications required in the different schools.
The similarities relate to courses, examinations and inspection.
All the schools run the Certificate courses laid down by the Department of Education, they enter their students for the same national examinations and all are subject to inspection by the Department's Inspectorate.

Management Structures

12.1 As the secondary schools are private institutions, the management structure is a matter for the individual managerial authority which runs the school. The majority of the schools are run by religious communities, the remainder by Boards of Governors or by individuals.

12.2 The management function of vocational schools is prescribed by law to Vocational Education Committees. These committees consist of fourteen members elected by the local authority of the administrative area. A minimum of five and a maximum of eight must be members of the local authority Council. The remaining members should have an interest and experience in education or be representative of bodies interested in manufactures or trades in the area.

12.3 The Comprehensive Schools are managed by Boards, the members of which represent the diocesan religious authority, the Vocational Education Committee of the area and the Minister for Education.

12.4 Boards of Management which are representative of the local interests involved manage the Community Schools. The Boards comprise representatives of the Vocational Education Committee, the Religious Communities, the parents and the teachers.

12.5 As is shown in the following table, the major part of second level schools are to be classified as "small" or "medium size" :

Second level schools classified by enrolment size (1)

| Enrolment Size | Secondary | Vocational | Secondary Top | Commu-nity | Compre-hensive | Total |
|---|---|---|---|---|---|---|
| Under 100 | 19 | 22 | 1 | 2 | - | 44 |
| 100-under 150 | 19 | 31 | 1 | 1 | - | 52 |
| 150-under 200 | 50 | 29 | - | 3 | - | 82 |
| 200-under 250 | 45 | 41 | 1 | - | - | 87 |
| 250-under 300 | 66 | 20 | - | - | - | 86 |
| 300-under 500 | 187 | 77 | - | 7 | 7 | 278 |
| 500-under 800 | 124 | 20 | - | 17 | 5 | 166 |
| 800-over | 14 | 2 | - | 4 | 3 | 23 |
| TOTAL | 524 | 242 | 3 | 34 | 15 | 818 |

(1) For the purposes of this classification, enrolment size refers to the total full-time enrolment in the school (i.e. includes enrolments in non-general courses).
Source : Department of Education Statistical Report 1980/81.

## Funding Arrangements

13.1 Secondary Schools, although privately managed, receive considerable financial assistance from the Department of Education through :

a. payment, almost in full, of teachers' salaries and allowances. The school merely pays £400 per annum to each teacher ;
b. payment of capitation grant in respect of each eligible pupil ;
c. payment of grants in lieu of tuition fees to all schools participating in the free education scheme. At present about 95% of secondary schools participate in the scheme.

In addition, capital grants amounting to 80% of the cost of building and equipping new schools are available.

13.2 About 93% of the total cost of vocational education is provided by the Department of Education. The balance is met from the funds of the local authority and from fees charged for certain courses.

13.3 Comprehensive schools are financed entirely by the State through the Department of Education.

13.4 Community Schools are similarly funded. "Once-off" capital contributions, however, are payable by the religious authority and the local authority on the establishment of the school.

## Courses of Instruction

14.1 Education is compulsory in Ireland up to the age of 15. All second-level schools follow programmes of instruction which are prescribed by the Department of Education and which are subject to inspection by the Department's inspectors.

14.2 Second-level education consists of two phases :

a. The Junior Cycle (usually of 3 years' duration) leads to the Intermediate Certificate. This certificate testifies to the completion of a balanced course of general education suitable for pupils who leave full-time education at about sixteen years of age and to the fitness of pupils to enter on more advanced courses of study (1).
b. The Senior Cycle (usually of 2 years' duration) leads to the Leaving Certificate, the programme for which is designed to equip the student for immediate entry into society or for a course of further study at a university or other third-level institution.

14.3 The Certificate examinations are conducted by the Department of Education. The examination syllabi are drawn up by committees of teachers and inspectors of the Department. In the case of the Leaving Certificate examinations, the university authorities are consulted.

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(1) In some schools, mainly the vocational schools, students are prepared for the Day Vocational Certificate of the Department of Education ("Group Certificate") after a two year course. This certificate covers four main areas - manual instruction, commerce, home economics and rural science. The course is so structured that pupils may, after one further year's study, enter for the Intermediate Certificate Examination.

14.4 To meet the specific needs of students who leave full-time education before the completion of the senior cycle, pre-employment courses have been introduced which have a strong vocational bias. The object of these courses is to bridge the gap between the values and experiences which are normally part of the education process and those current in the adult world.

State Controls

15.1 Finally, mention should be made of the State's involvement in the administration of these schools. The Minister for Education has the overall responsibility for education and it is he who is responsible to Parliament for the finances which are voted specifically for education. In 1983 it is expected that some IR £900 million will be expended by the State on education in Ireland ; this represents 16.4 % approximately of the total voted moneys.

15.2 The Minister administers the finances through his Department. The Secretary of the Department is the Accounting Officer who must account for all moneys expended by the Department to the Public Accounts Committee, which is a body comprised of members of the Parliament.

15.3 The Minister exercises control through this Department in several ways. Firstly there is the monetary control. Before the Department authorises the payment of grants, salaries, scholarships or any other item of expenditure, conditions are imposed which must be met. These conditions would, for example, relate to such matters as the suitability of the arrangements made for the management, staffing and organisation of a school, the accommodation, equipment, lighting, heating and sanitation available, the eligibility of pupils and the courses they pursue.

15.4 Secondly, a pupil-teacher ratio is applied in all schools. In secondary schools the present ratio is 19 pupils to 1 teacher, in comprehensive and community schools 18 to 1 and in vocational schools 16 1/2 to 1. These ratios are exclusive of the Principal and Vice-Principal and, in schools of 250 or more pupils, the Guidance teacher. Additional teachers are also authorised for schools were remedial education is considered necessary or where other teaching services are provided.

15.5 The Department maintains educational control by approving of the teaching qualifications required for the various teaching posts, by its inspection of the teachers' work and by prescribing the content of the courses to be followed in the schools.

15.6 By the exercise of these controls, it is hoped to ensure that high standards of education will be achieved and that the public finance expended on providing it will be money well spent.

## II. CURRICULUM, EXAMINATIONS, SCHOOLS, INSPECTION

### 1. PRIMARY EDUCATION

BY DONNCHADH O BROLACHAIN, DIVISIONAL INSPECTOR

Several factors in modern Irish history such as the colonial past, the religious affiliations of the population, the cultural traditions of the people, the economic structure and the goals set for education have all shaped the unusual, interesting and complex structure of the present-day Irish education system. Ireland's educational tradition is deeply-rooted in its past and even at periods of great political and economic difficulty, the people displayed a high regard for education.

The Republic of Ireland, though a small island state of about 3 1/2 million people, has a developed and complex education system. Over 90 % of the population belongs to the Catholic christian denomination (1). The churches have been deeply involved in primary education and this has had a large influence on the nature of the educational patterns which have evolved. The primary education system is predominantly a state-aided one, with the state providing the vast proportion of finance for capital and current expenditure although most of the schools are not publicly owned. There is a small number of private primary schools catering for less than 4 % of first-level pupils. These private schools receive no State aid and are not bound by the regulations of the Department of Education.

The Irish primary school system is highly centralised with the Department of Education exercising a great deal of direct and indirect control over most aspects of the system. The Department determines educational policy and accepts responsibility for drawing up rules and regulations with regard to teachers' qualifications and conditions of service and sets out general guidelines to be followed in formulating teaching programmes in the various subject-areas of the Primary School Curriculum.

#### The Primary School Curriculum

As has been already pointed out, the Irish National (or Primary) School system came into being in 1832. Beofre that, primary education was given to a limited number of children by various private agencies such as The Kildare Street Society, Hedge Schools, Classical Schools, etc. The curriculum followed in these schools was mainly literary and in the case of Hedge Schools and Classical Schools, the curriculum was confined to the teaching of Latin and Greek with a view to preparing boys to study for the priesthood in colleges situated in various European countries.

Between 1832 and 1922, the National Schools' Curriculum was based almost entirely on the Three R's, that is, Reading, Writing and Arithmetic. During this time the National Schools' inspectorate and other educationists realised that this curriculum was much too narrow in scope and many efforts were made to expand it by introducing other subjects such as Rural Science and Nature Study.

In 1922, Ireland achieved political independence and in 1922, 1926, 1933, conferences were held under the auspices of the Department of Education to draw up a suitable primary school curriculum. The guidelines which were adopted in 1933 remained in force, with very few changes until 1970.

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(1) Catholic : 93.9%, Church of Ireland : 3.3%, Presbyterian : 0.5%, Methodist : 0.2%, Jewish : 0.1%, Other : 2.0%.

While these conferences endeavoured to draw up a liberal and enlightened primary school curriculum, it must be pointed out that the work in primary schools up to 1970 was dominated by the teaching of the Irish language and its revival as the spoken language of the people. In fact, until the 1960's almost 45% of the teaching time in primary schools was devoted to teaching conversation, reading and writing in the Irish language. Since the introduction of the New Primary School Curriculum in 1971, the amount of time now devoted to the teaching of Irish has been reduced to 20-25% of the total teaching time in primary schools. A basic aim of the primary system now is to restore Irish as a means of communication so that the population of the country will be truly bilingual.

## The Primary School Curriculum 1971

The present primary school curriculum was drawn up by the professional staff of the Department of Education, that is, the primary school inspectorate, and, following considerable experiment and pilot schemes, it was introduced into primary schools in 1971. The curriculum reflects the basic philosophy of Irish society, its Christian code of values and its national aspirations. It involves a radical shift in ideological position and methodological approach to primary education. It formally adopts a child-centred ideology and urges that school work should be closely aligned to the cognitive and affective stages of young children's development and be closely related to children's needs and interests. More stress is laid on individual and small group learning with a more active and discovery approach to pedagogy. The curriculum allows a wide measure of freedom to the teacher and to the pupil.

The Primary School Curriculum of 1971 redefined the aims and functions of primary education. These were :

a. to enable the child to live a full life as achild, and
b. to equip him/her to avail of further education so that he/she may go on to live a full and useful life as an adult in society.

Because of the change in aims and functions of primary education, a change in the role of the primary school was also emphasised. Instead of being a medium through whom knowledge was transferred, the teacher was encouraged to recognise and cater for individual differences in his pupils. Small group and individual teaching were urged to complement class teaching. Teachers were advised to adopt activity and discovery pedagogical approaches as far as possible. Integration of various subject areas was also encouraged. Many of the new large national (primary) schools were designed to include shared-teaching areas which facilitate team-work on the part of staff as well as allowing more space for activity and movement by the pupils. Schools are now encouraged to make excursions to localities outside the school so as to pursue local environmental studies as well as to avail of cultural amenities in the area.

During the eight years of primary education the pupil is exposed to an integrated curriculum which embraces a wide range of obligatory subjects which includes Religion, Irish, English, Mathematics, Arts and Crafts, Social and Environmental Studies (made up of history, geography, civics, nature study and elementary science), Music and Physical Education.

The position of religious instruction within school life is considered of paramount importance and is clearly enunciated in the official Rules for National Schools, as follows :

'Of all parts of a school curriculum Religious Instruction is by far the most important, as its subject matter, God's honour and service, includes the proper use of all man's faculties, and affords the most powerful inducements to their proper use. Religious instruction is, therefore, a fundamental part of the school course, and a religious spirit should inform and vivify the whole work of the school'.
However, the prescribing of the subject matter of Religious Instruction, the examination of it, and the supervision of its teaching are not undertaken by the Department of Education, and so no syllabuses concerning it are set out by the Department. Conscience clauses exist so that children whose parents disapprove of the religious instruction given may withdraw.

Guidelines and approaches are suggested for all the other areas of the Curriculum but the programmes of work have been compiled so as to allow for the greatest degree of flexibility in selecting the areas of study most suitable and feasible for each school and perhaps for each pupil. The school and its environment, its facilities, and the particular aptitudes and interests of pupils and teachers are relevant considerations when making this selection.

As a result of the new Primary School Curriculum, many other changes have taken place. Many of the new school buildings erected since 1971 have exciting design features and provide a pleasant environment for the education of young pupils. In most schools and classrooms, the rigid rows of desks of a former era have been replaced by small tables of various shapes and children's chairs. Most of the furniture is light and easily moved, and floor carpeting reduces the sounds of movement. The nature tables, art corners and library reference corners reflect the new curricular emphases. General purpose halls in the larger schools allow for indoor physical education, dance, drama, concerts, etc., which have become more regular features in schools. Many teachers have used the freedom allowed them to explore the local environment for its historical, geographical, botanical and general culture richness. Project learni,g and individual research have become more common teaching/learning technicques in senior classes. More individual attention is given to pupils having learning difficulties through various forms of remedial teaching. Most observers note that the general atmosphere in primary schools has become more enlivening for the pupils and the resort to different forms of punishment has declined considerably. Corporal punishment is now illegal in all schools and the Minister for Education has recently established a committee to investigate alternative forms of disciplinary measures. Close links have been established between the school and the home through more frequent contact between individual parents and teachers, through parent-teacher meetings and through fund raising and social activities centred on the schools.

Yet the picture is not universally satisfactory :
a. many older teachers trained in a different ideology and methodology have not readily adapted to the new ideas ;
b. many old substandard schools still exist ;
c. the problem of large classes has been tackled in recent years through progressive improvements in the pupil-teacher ratio.

Other innovations set up since the introduction of the primary school curriculum are :

Inservice Training

Many kinds of inservice courses and seminars are conducted by inspectors of the Department of Education each year. At present most of these courses are run when the schools are closed for the summer holidays.

Other agencies such as teachers' unions, colleges of education and universities also conduct inservice training courses for teachers.

## Teacher Centres

There are 22 teacher centres set up by the Department of Education on a regional basis. They are financed by the Department, administered by directors (four of whom are full-time), all of them teachers, and managed by an elected committee of teachers. The centres are open to all teachers and they provide inservice courses, lectures, workshops, meetings, induction programmes and they also act as resource centres. Most of the activities in teacher centres occur outside school hours.

## Audiovisual Teaching Aids

In the late 60's, the Department of Education supplied teachers' handbooks, flannel boards and figurines to primary schools for the teaching of oral Irish. Since 1970, the Department has provided filmstrips, as an alternative to figurines, as another aid to improve the teaching of Irish. The Department also produced a number of filmstrips and teachers' notes based on aspects of the Environmental Studies programme. These were supplied free of charge to schools with a view to encouraging teachers to extend the use of audiovisual aids in their teaching methods. In 1971, the Department initiated a grant scheme in order to help primary and secondary schools acquire audiovisual aids, both hardware and software. The grant scheme is still in operation and almost all primary schools have some pieces of audiovisual equipment. The equipment most used in primary schools is - filmstrip/slide projector, the cassette recorder, the record player and the duplicator.

## Other Grant Schemes

The Department of Education provides grants in order to make primary school books available free of charge to necessitous children. The Department also aids the provision of library books in primary schools in co-operation with local authority libraries. Publishers of textbooks in Irish receive subsidies from the Department and the Department also operates its own publishing section for children's reading material in Irish. A special grant is given to schools for the purchase of Irish readers.

Private publishers submit copies of their primary school textbooks to the Department of Education for approval. The Department issues annually a list of sanctioned books which may be employed in primary schools.

## Research

Little research into Primary Education was sponsored or undertaken by the Department of Education before the 1960's. The first major project undertaken by the Department itself was a comprehensive investigation of spoken Irish by native speakers in the Gaeltacht areas and the teaching of oral Irish in primary schools. This in turn led to the adoption of the audiovisual linguistic teaching method in oral Irish in primary schools.

Subsequently, the Department established the Institiuid Teangeolaiochta Eireann (Irish Linguistics Institute), which engages in linguistic studies on a wide scale involving the teaching of Irish and other languages in schools, universities, etc., at home and abroad.

The Drumcondra Research Centre was established by the Department of Education in the early seventies. The Centre initiates and carries out research projects dealing with the various areas of the curriculum. As a result of these projects, the Centre now provides criterion reference tests and standardised tests for primary schools. The schools may buy these tests from the Centre.

The Department of Education has also set up its own Curriculum Unit. It is staffed by the inspectorate and representatives of the Psychological Service of the Department of Education. Among the objectives of the Curriculum Unit are :

a. the review and evaluation of current curricula at first and second levels ;
b. the review, evaluation and monitoring of current curriculum innovation and the making of recommendations relevant to curricular innovation policy ;
c. the identification of relevant research needs and findings and relating these findings to curricular practice ;
d. the co-ordination of first and second level curricula.

So far the Curriculum Unit has conducted research in primary schools into the teaching of Mathematics, Irish, English, Physical Education and Environmental Studies at various age levels.

In addition to these agencies which are funded directly by the Department of Education, the University of Dublin, Trinity College, maintains in association with the City of Dublin Vocational Education Committee, a Curriculum Development Unit which operates independently of the Department of Education.
A special subhead exists in the Department's estimates through which a variety of research projects, mainly of a curricular nature are undertaken.
The Universities and the Economic and Social Research Institute which are State supported, also undertake educational research.

Evaluation

a. Even before the National School system was set up in 1832, the Kildare Street Society had a body of inspectors who visited their schools and evaluated the work being done in them.

   In 1832, the Commissioners of Education adopted this inspection system for the new national (primary) schools. At first there were four inspectors appointed for the whole country and this was later increased to fourteen. It was the custom of the inspectorate to issue an annual report on the work done in the national schools based on their inspections.

b. Near the end of the 19th century another system was introduced in order to improve the standard of work in national schools. This was the 'Payment by Results' system which proved a very contentious issue between teachers and the Department of Education.

c. The payment by results system was used in various forms until recent years. From 1922 until 1949 a primary school teacher's work was inspected almost annually by the Department's inspectors and a rating of 'efficient' or 'highly efficient' was granted to the teacher according to his degree of proficiency. A teacher with a 'highly efficient' rating received a higher salary than his lower rated colleagues. This system was abolished in 1949 and since then teachers are rated as being 'Satisfactory' or 'Not Satisfactory' as the case may be.

d. To a lesser extent, incentives have been offered to primary school teachers who have excelled at their profession. Having inspected teachers' work, the Department's inspectors recommended those receiving the highest results for awards such as The Carlyle and Blake Award consisting of money and a medal. This award is no longer given to teachers but is awarded each year to the best graduating student teachers.

e. Evaluation by public examination was also employed in primary schools until 1967. Until 1951, the Primary School Certificate Examination examined all the subects on the primary school curriculum on completion of the pupils' primary education : from 1951 until 1967 only Irish, English and Arithmethic were examined. Teachers were strongly opposed to this examination because it was compulsory and took no account of the varied abilities of the children or the stresses such an examination could cause some children at such an early age.

f. After the Primary School Certificate Examination was abolished in 1967, teachers were asked to carry out their own assessment of the pupils' performance. They could apply standardised tests or set their own tests based on the areas of the curriculum. The results, together with background information on each child, were to be kept on 'Record Cards' which would give an account of a pupil's progress through primary school. It was intended that these Record Cards would be passed on to the post primary school to which the child would eventually transfer.

g. The evaluation of the teachers' work in primary (or national) schools has reverted almost entirely to the inspectorate.

The inspectorate is headed by the chief inspector, one deputy chief inspector (Primary), and two deputy chief inspectors (Postprimary).

Chief Inspector

| Primary Schools | Post-Primary Schools |
|---|---|
| Deputy Chief Inspector (1) | |
| Assistant Chief Inspectors (5) | |
| Divisional Inspectors (23) | |
| District Inspectors (61) | |

The inspectors are the main liaison personnel between the schools and the Department of Education. Their duties are many and varied and include inspection and evaluation of teachers ; counselling and demonstrating ; planning of curricula and administration of tests and examinations ; participation in inservice courses for teachers ; liaising with teacher training colleges ; interviewing teachers for some posts and generally acting as information officers on behalf of the Department of Education. At senior level, inspectors assist in formulation of policy and may advise the Minister.

The psychological service, which was established in 1965, has expanded significantly and it too liaises between the Department and schools. The service is organised regionally and is focussed mainly on pupils in post-primary schools.

At present, newly trained primary school teachers undergo a probationery period of two years. In each of these two years the district inspector

carries out a general inspection of his/her work. On completion of two consecutive years satisfactory service the teacher receives a diploma from the Department of Education. After these initial years, the teacher's work is evaluated during incidental visits by the district and divisional inspectors, and every four years a school report is issued on the work of each school.

Primary school inspectors also investigate complaints made against teachers and ensure that the Rules and Regulations of the Department of Education for National Schools are adhered to.

## Accountability

The Irish Constitution ascribes a pre-eminent position to the Family in relation to the education of children and from the State's commitment to provide for free primary education in national schools, it follows that the State must make itself explicitely accountable to parents for its involvement in primary education.

Besides, over recent years the cost of education to the State has escalated rapidly. In 1982, the Department of Education spent Ir £850 million on all aspects of education ; Ir £650 million of this total was absorbed by teachers' salaries. Like other European countries at present, it is clear that a climate of economic scrutiny and accountability for educational expenditure is prevalent.

## The Training of Primary School Teachers

The training of primary school teachers in the Republic of Ireland will be dealt with in some detail on p. . Suffice it to say here that since 1974 all the Colleges of Education have become constituent colleges of the various universities in Ireland. Training courses have been extended from two to three years ; all student-teachers follow a degree course and graduate with a B. Ed. degree. Considerable changes have taken place in the course structures of the colleges in order to take account of the introduction of the new primary school curriculum. Present-day Irish teachers are heirs to a distinguished tradition of professional dedication and service and are generally held in high regard by their local communities. They form the central resource of the whole primary education system and on the quality of the personnel and the standard of their professionalism depend the life and spirit of the educational programmes which are devised (1).

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(1) For the compilation of this overview, the following sources and publications have been used :

- COOLAHAN, Dr. John : Irish Education - its history and structure, Published by the Institute of Public Administration, Dublin, 1981.
- AKENSON, Donald H. : The Irish Education Experiment - the national system of education in the 19th century, Published by Routledge and Keegan Paul, London, 1970.
- Primary School Curriculum I, II - Teacher's Handbook, Published by the Department of Education, Government Publications Office, Dublin, 1971.
- Rules and Regulations for National Schools, Department of Education, Dublin.
- Internal Surveys and Reports of the Department of Education, Dublin.

## 2. SECOND LEVEL EDUCATION
BY JOHN DUNLEAVY, SENIOR INSPECTOR

The term post-primary is a comparatively recent one in Irish education. Before its coming into use the terms secondary, and vocational/technical education were used. To-day the term post-primary denotes not only the education provided in secondary and vocational/technical schools, but also that provided in comprehensive and community schools.

Because secondary schools are historically the oldest, and numerically the largest, they will be treated first. Historically, the penal laws of the 18th century prohibited Catholics from access to education and outlawed Catholic schools. Driven underground, Catholic education survived through hedge schools, whose bias was very much a literary and classical one. There were during this period formal Protestant secondary schools. Towards the end of the 18th century the penal laws were gradually relaxed and Catholics were allowed to establish their own schools. During the 19th century a network of Catholic secondary schools was established throughout the country by various religious teaching orders, both male and female. This secondary education was provided on an entirely voluntary basis until 1878 when the Intermediate Education Act was passed. This provided certain funds, but payment was based on examination results. This was changed by the Irish government in 1924 and a system of capitation grants to schools, based on numbers of pupils, was introduced. Other changes made in 1924 were the introduction of two national examinations - for the Intermediate Certificate at about age 15 and for the Leaving Certificate at the end of secondary schooling. Irish was made compulsory. With certain modifications, which will be mentioned later, this is still the secondary school system that is in operation. Pupils enter at the age of 12 or 13 and finish at 17 or 18. Secondary schools are privately owned and in curriculum they correspond in a general way to grammar schools or gymnasia in other countries. In the post-primary area secondary schools are numerically the largest.

The most recently published figures, 1980/81, for the post-primary area show :

- Secondary Schools : 524
- Secondary Pupils : 200.872
- Other Post-Primary Schools : 294
- Pupils in " " " : 96.061

The second major type of post-primary school is the vocational school. The impetus in the development of technical education in Ireland dates from the establishment of the Department of Agriculture and Technical Instruction for Ireland in 1899. The method of public control, then introduced, and still obtaining, was to give responsibility to educational committees, selected by the local authorities.

After the foundation of the State the administration of technical education was transferred to the Department of Education, and there followed a radical revision of the system leading to the enactment of the Vocational Education Act 1930. Its most notable feature was the provision for a system of full-time day "continuation" education i.e. "education to continue and supplement education provided in elementary schools and including general and practical training in preparation for employment". By 1960 there were some 29,000 students attending 245 Vocational Schools. The normal duration of the course was 2-3 years leading to the Group Certificate examination, so called because there were 5 groups of core subjects leading to a specific employment goal, and a student selected 1 group, plus a number of general subjects. Boys devoted about 1/3 of their time to metalwork and woodwork, girls to domestic economy. Boys were also taught mechanical drawing and mathematics, girls commercial

subjects. All students learned Irish and English. In the school year 1980/81 there were 236 Vocational schools providing continuation education, with 66,478 pupils. The Vocational were the first schools built entirely out of public funds and managed entirely by secular bodies. They were also non-denominational.

This then was the situation at post-primary level until the 1960's. There were two separate systems, one private and academic, the other public and vocational. In the 1960's very great changes took place in the area of post-primary education. These changes have resulted in the kind of post-primary education that exists in Ireland today.

The impetus for these changes was given by the report of a Survey Team appointed by the Minister for Education in 1962, and organised in co-operation with the OECD as a project under the Educational Investment and Planning Programme of the Organisation. It examined such important areas as forecasts of population and pupil enrolments, projected requirements and supply of teachers and schools, manpower, comparison of requirements and supply by educational levels, education and economic progress. It reached certain conclusions, one of the most striking was that by 1972 there would be a shortfall of 10,000 technician jobs unfilled in the country because the educational system was not geared to qualify such people in the numbers required.

In 1963 the Minister for Education suggested extending the Intermediate and Leaving Certificate examination to vocational schools. At the same time secondary schools were urged to provide teaching in technical subjects. In the same year the government announced the building of the first comprehensive school which would combine the academic and the technical in the one school. In 1967 a scheme of free secondary education was introduced. Secondary schools were to be given a grant in lieu of fees by the Department in return for which they would agree to cease charging fees and provide a free secondary education. Over 90% of all Catholic voluntary schools joined the scheme. Special financial arrangements were made for the Protestant schools in order to take account of the scattered nature of the Protestant population. At the same time a free school transport system was introduced, enabling all up to the age of 17 or 18 to get free education. The compulsory age for school attendance was raised from 14 to 15. By the end of the 60's 15 Comprehensive schools had been built. They have been superseded by the community school which is comprehensive in educational approach, but embodies a concept of community involvement. Vocational Education Committees in addition to building vocational schools are now building Community Colleges which are in fact similar to the Community schools except that they are under the direct control and management of the local V.E.C.

The introduction of free education and the effects of a rising population are clearly seen, in the following statistics :

| | 1930 | 1940 | 1950 | 1960 | 1970 | 1979 |
|---|---|---|---|---|---|---|
| First, those sitting the Leaving Certificate in thousands | 1,5 | 3 | 4,5 | 8 | 19 | 36 |
| Second, those attending Secondary Schools in thousands | 28 | 38 | 47 | 73 | 144 | 197 |

As was said before there are 4 separate kinds of post-primary school at present viz. Secondary, Vocational/Community College, Comprehensive and Community. All offer a comprehensive type curriculum to a greater or lesser degree. Free school transport is provided to the nearest designated post-primary school. Schools generally are obliged to take the pupils in their catchment area although some secondary schools select their pupils by an entrance examination.

Examinations : The first post-primary examination is that for the Day Vocational Certificate, generally known as the Group Certificate which is taken by all Vocational Schools and by a number of Secondary Schools in recent years. There are 26 subjects on the curriculum, both academic and practical. There are 5 groups of subjects : Commerce (2), Home Economics, Manual Training and Rural Science. Apupil must sit for examination in each of the subjects in at least one of the groups. He generally takes a number of other subjects. The Group Certificate offers a wider practical range of subjects than the Intermediate Certificate. Some schools offer both the Group and the Intermediate (cf. hereafter) examinations, pupils sitting the Group after 2 years and the Intermediate after 3. Pupils, if they are 15 years of age, may leave after the Group or Intermediate either to take up a job or an apprenticeship. It is necessary to pass various subjects for various apprenticeships at either the Group or Intermediate Certificate examinations. The training of apprentices is regulated by the Industrial Training Authority. Apprentices have a 4 year training course, the first year is spent off the job either at a training centre or in a Vocational School. During the remaining 3 years the apprentices will spend varying periods at school on a day or block release basis.

The second posy-primary examination is the Intermediate Certificate examination which is taken by nearly all post-primary schools since the mid-60's. Before that it was confined to secondary schools. The curriculum of a secondary school must include instruction in a syllabus approved by the Minister for Education in the following subjects :
Irish, English, History and Geography, Mathematics, Science ; or a language (other than Irish or English) ; or Commerce ; or a subject of the Business Studies group, Civics, Physical Education and singing should also form part of the Curriculum.

The approved course for Junior Pupils must include the following subjects : Irish, English, Mathematics, History and Geography, not less than 2 other subjects from an approved list of 26 examination subjects.

The purpose of the Intermediate Certificate course is to provide a well-balanced general education suitable for pupils who leave full-time education at about the age of 16, or, alternatively, who wish to enter on more advanced courses of study. About 60,000 sit the Intermediate and about 15,000 leave school after it.

The more advanced course of study is usually a 2 year course of study leading to the Leaving Certificate Examination. The approved course of study for these senior pupils must include not less than 5 subjects from a list of 31 approved subjects. One of these 5 subjects shall be Irish. For each subject the syllabus followed must be one approved by the Minister of Education.

Whereas it is usual for pupils to take up to 7 subjects for the Group Certificate and up to 10 for the Intermediate Certificate, in the case of the Leaving Certificate, schools usually advise their pupils not to take more than a maximum of 7. The aim and purpose of the Leaving Certificate Course is to prepare pupils for

immediate entry into open society or for proceeding to further education. About 35,000 sit the Leaving Certificate.

Like the other certificate examinations, it is a written examination except that :

a. a proportion of the marks for the subjects, Building Construction, Mechanics, Agricultural Science and Agricultural Economics are awarded by way of assessment of practical work, and
b. 25% of the marks in the subject Irish are awarded for an oral test. Again, like the other certificate examinations, the results are shown in the form of grades, each grade representing a percentage range of marks, with a difference of 15% between each successive grade, thus A = 85% - 100% while F represents 10% but less than 25%. Separate Ordinary Level and Higher Level papers are set in all Leaving Certificate subjects. Each candidate is awarded a certificate showing the grades obtained.

The examination papers for the certificate examinations are set and marked by the Department's inspectors. The actual marking is done by teachers, under the supervision of assisting advising examiners, who are in turn directed by the Chief Advising Examiner who is always a Departmental Inspector.

The syllabus for every subject is composed, and regularly reviewed by a syllabus committee, whose members include representatives of the teaching and managerial interests and, for the Leaving Certificate, representatives of the Universities. The Chairman of each syllabus committee is always a Departmental Inspector.

Irish is an essential subject in the curriculum at first and second levels but it is not necessary to pass in Irish at the Certificate examinations. The National University of Ireland (N.U.I.) accepts a pass in most of the Leaving Certificate subjects as the equivalent of a pass in its matriculation Examination. The N.U.I. matriculation requires a pass in Irish. Proficiency in Irish is also necessary for the 3 levels of the teaching profession.

Since the change of the mid-60's there has been a decline in the study of classics and an increase in the numbers taking modern languages and science subjects. There has been an increase in the number of remedial teachers and careers and guidance counsellors in post-primary schools. There have been curricular developments such as The Transition Year Project and the Pre-Employment Courses (the latter is partly funded by the European Social Fund). The Transition Year Project - still at its pilot stage - is a one year interdisciplinary programme for pupils who have completed the Junior Cycle, and is directed towards the intellectual, social and emotional maturation of the pupils. The Pre-Employment Course is intended for school-leavers who fail to get a job and is a course specifically aimed at helping them to get a job. These courses are structured into the areas of personal development, work experience and technical knowledge. Examples of other curriculum developments, on a pilot basis, and extending only to the Intermediate Certificate level are The Dublin Vocational Education Committee (V.E.C.) and Shannon Comprehensive School development of alternative Intermediate Certificates based on an integrated studies approach, learning by discovery, and basing examination results on continuous assessment as well as on a written final examination.

As in every country, there is constant criticism of the post-primary system for being too academic, for introducing assessment in examinations, for not having an independent examination and curriculum board, etc. But neither the perfect post-primary system nor examination has yet been discovered (1).

(1) Relevant Publications

1. Rules and Programmes for Secondary Schools, 1981/82.
2. List of Post-Primary Schools, 1980/81.
3. Rules and Programmes for Day Vocational Certificate Examinations.
4. Pre-employment Courses Syllabus.

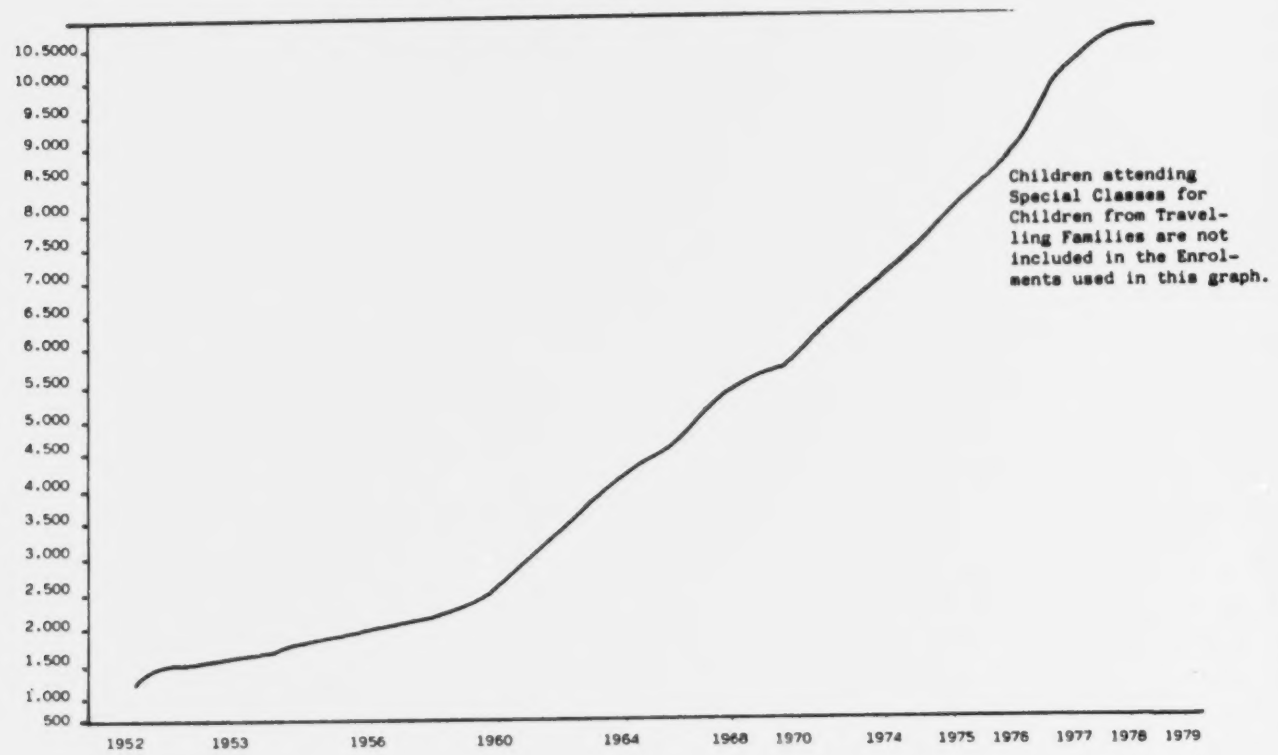
## III. SPECIAL EDUCATION IN IRELAND - PROVISION FOR THE HANDICAPPED

BY S. O FIACHRA, DIVISIONAL INSPECTOR

Schools for blind children, for deaf children, for children who were mentally handicapped and for children in hospitals have existed in Ireland since the last century. They were few in number, however, and they provided for only a very limited area of the wide field of present-day special education.

Educational provision for different kinds of handicapped children began to accelerate in the early 1950's. To-day some 11,000 children are being provided with special education in special schools and classes throughout the country as compared with 1,500 in 1957. The following graph shows the increase in number of children receiving special education from 1952 to date.

INCREASE IN THE NUMBER OF CHILDREN RECEIVING SPECIAL EDUCATION IN SPECIAL SCHOOLS AND CLASSES FROM 1952 TO DATE




The special schools and classes operate, within the general framework of the system of national education. As in the case of ordinary schools, they are under local management and teachers' salaries and building and other grants are paid by the Department of Education. However, the Boards of Management are responsible for the appointment of teachers and the other aspects of the day-to-day running of the schools involved.

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(1) Some quantitative data on special education in Ireland are assembled in appendix 1, p. 28

1. Visually Impaired

Special Education for pupils who are handicapped by severe visual impairment is provided in two schools in Dublin, each with day and residential accommodation. St. Joseph's, Drumcondra caters for boys from the age of eight upwards, and St. Mary's, Merrion, caters for girls and junior boys. The total enrolment of these schools is about 150, and includes about 50 pupils who are classed as educationally blind. These pupils range in intelligence from superior to mild mental handicap. Schools for moderately mentally handicapped pupils have some handicapped pupils with additional visual handicaps, and it is felt that this is the most appropriate learning environment for them.

The Rosminian Fathers, who manage St. Joseph's also manage a second level school for sighted pupils on the same campus. Some visually impaired boys receive their second level education in this school alongside their fully sighted peers. They are supported by two resources teachers who cater for their special learning needs.

Arrangements are made for boys of post-primary age whose attainments fall short of those required for participation in this second level school to continue their education in St. Joseph's.

In the case of girls, similar arrangements at second are available at St. Anne's Secondary School, Milltown, Dublin (Irish Sisters of Charity) and at the Vocational School, Shelbourne Road, Ballsbridge. Arrangements are also made for girls of post-primary age who cannot benefit from integration in an ordinary second-level school to continue their education in the special national school.

A Visiting Teacher service has been established for blind and partially-sighted children to provide educational advice to the parents of pre-school children who are diagnosed as visually impaired and to provide assistance for children with visual impairment who are enrolled in ordinary schools. This service is staffed by qualified primary teachers with a specialist qualification in the education of the visually impaired. There is a special unit in St. Mary's, Merrion, which caters for visually impaired children with additional handicaps. With the co-operation of the Department of Justice, brailling of books and materials for the special schools, the Visiting Teacher Service is carried out by long-term prisoners in Arbour Hill Prison.

At present the Department is considering the recommendation of a Study Group, established by the Minister for Education, to examine future educational provision for the visually impaired.

2. Deaf and Hard-of-Hearing

The Report of the Committee on the Deaf presented to the Minister of Education in 1972 estimated that there were 4-4.5 deaf children and 4.5-5 severely hard-of-hearing children per 10,000 children in the school population. Special schools in Dublin, Cork and Limerick have a total enrolment of 820 children. The Dublin schools have both day and residential accommodation.

A new school building to replace the existing facilities in Cork is at an advanced stage of planning.

A Visiting Teacher service has been established to help hearing-impaired children who attend ordinary schools and to provide guidance for parents of

children espacially those at pre-school stage.

3. Mentally Handicapped

Numerically, the mentally-handicapped is the largest category of handicapped. In accordance with the recommendations of the Commission on Mental Handicap, which reported in 1965, special educaiton is provided separately for children whose mental handicap is mild or moderate. Mildly mentally-handicapped children are those who, through limited intellectual ability, are incapable of benefiting adequately from the normal school programme. Moderately mentally-handicapped children are those whose handicap is more pronounced and who are likely to need a degree of care throughout their lives.

The Commission recommended that school places should be provided for 5,000 mildly-mentally handicapped children (approximately 1% of the school-going population) by 1975. To date, 5,500 places have been provided in special schools and in special classes attached to ordinary schools. It is mainly through the establishment of special classes that further growth of special education for the mildly mentally-handicapped will be achieved.

In order to cater for the education of mildly-mentally handicapped pupils at post-primary level, special classes have been set up at some second-level schools throughout the country.

School places have up to now been provided for 2,100 moderately-mentally handicapped children which is somewhat in excess of the original estimate of the Commission. This is partly explained by the fact that schools are now able to meet the needs of children with a greater degree of handicap and of wider age range than was envisaged by the Commission.

The planning of a comprehensive curriculum for all schools for the moderately handicapped is now at an advanced stage.

The pupil-teacher ratio in these schools has been recently reduced to 12:1.(1)

Centres jointly asssited by the Department of Education and Health have been established in a number of areas in which vocational training is provided for moderately-mentally handicapped (and a small number of mildly-handicapped) school leavers to prepare them for employment - either in an open situation or in sheltered workshops.

4. Physically Handicapped

About 250 hospitalised children are provided for in schools in hospitals. Medical practice in recent years has tended to keep children in hospital for as short a time as possible and this has reduced the extent to which special educational facilities are needed.

A further 450 children are accommodated in special schools in Dublin, Cork and Limerick for children whose physical incapacity does not permit of their attending ordinary national schools.

A pilot scheme to provide a comprehensive post-primary curriculum for these latter children was initiated at Ballymun Comprehensive School, Dublin, in 1972 and has now been extended to the Ballinteer Community School, Dublin, and the Mayfield Community School, Cork. These schemes are working well.

(1) Pupil-teacher ratios for all types of special schools are given in annex 2, p. 29.

A home teaching scheme operates for physically handicapped children who are unable to attend school or whose attendance is so irregular that they are unable to keep up with their classmates. This scheme aids the integration of physically handicapped children in their local schools.
An Advisory Committee has prepared a report on future educational provision for the physically handicapped.

5. Emotionally Disturbed

What is loosely referred to as emotional disturbance embraces a very wide range of emotional and behavioural disorders including at one end of the scale mild, temporary upsets which can readily be overcome without psychiatric intervention and at the other neurotic and psychotic conditions and deep-lying personality disorders which are difficult to cure.

Children in ordinary schools who have learning difficulties may suffer from a mild degree of disturbance which can be satisfactorily handled in the majority of cases by a sympathetic teacher or the family doctor. Treatment at a child guidance clinic helps some disturbed children to continue their education in ordinary schools. Some pupils in special schools for the mentally handicapped and the physically handicapped show signs of emotional upset. The very favourable pupil-teacher ratios and the possibilities of individual attention enable such schools to cater for some pupils with a degree of behavioural disability.

There remains, however, a number of children whose emotional disabilities are so severe, education must be provided for them in schools which cater specially for such children. The degree of disturbance from which the child suffers and his ability to cope with his home surroundings will be important factors in determining whether special schooling is necessary.

A. Remedial Education

A significant number of pupils in ordinary school have special learning difficulties. In the normal way a school deals with this problem by means of special individualised instruction or other organisational arrangements. Where the extent of the problem is substantial, however, an additional teaching appointment is made to the staff of the school to allow a teacher to be assigned specifically to remedial work on a full-time basis. There are 720 such appointments in primary schools and over 200 in post-primary schools. In some sparsely populated rural areas children who need extra help attend remedial classes on Saturday mornings in designated local centres.

B. Travelling Children

In addition to the special facilities for handicapped children the Department provides extar help for the children of travelling people. The Department's policy in this respect is based on the gradual integration of travelling children in the general school population as recommended in the Report of the Commission on Itinerancy. To prepare the children for integration special classes are established at national schools where a sufficient number of travelling children can be brought together. In addition, special remedial help is provided for children already integrated. The Department also pays grants towards the cost of pre-school classes for travelling children organised by voluntary bodies and has appointed a number of visiting teachers of travellers.

C. Deviant Children

Three residential special national schools provide a special programme of care and education for boys who have been in conflict with the law. About 200 children are in care in these schools.

At a fourth centre, Loughan House, the Department of Justice operates a centre for more difficult boys in the 12-16 age group. The Department of Education, through the Co. Cavan Vocational Education Committee, provides an appropriate educational programme. This is purely a temporary measure. A new special school will open in 1983 to provide for boys similar to those presently provided for at Loughan House.

The Department also pays grants towards the cost of educational services at five training centres for difficult teenage girls.

Three experimental "Youth Encounter" projects are at present in operation to provide a special in-school and out-of-school programme for children who are truanting or in the early stages of delinquency. These centres operate on a day basis. It is hoped to lay special emphasis on work with the families and to involve local communities in these projects.

The Van Leer Foundation is funding an objective evaluation of the projects and the salary of a Community Worker in each of them.

D. Teacher Training

In general, teachers in special education must be qualified primary teachers. In addition, the following diplomas and qualifications for teachers in special education have to be mentioned :

a. Teachers of the visually handicapped :
Teachers avail themselves of the courses for teachers of the blind in Britain or elsewhere and have their expenses recouped to them. They are also allowed to avail of such courses in Ireland as may be considered to be of benefit to them.

b. Teachers of the hearing-impaired :
Diploma for Teachers of Hearing-impaired Children in University College, Dublin.

c. Teachers in other types of Special Schools and Classes :
Diploma in Special Education in St. Patrick's Training College. Short summer courses in a number of Centres.

d. Remedial teachers in Primary Schools :
Part-time courses in Dublin, Cork and Limerick and Galway.

e. Short courses and seminars in specialised areas are organised as the occasion permits.

E. Child Care Assistants in Special Schools

Child Care Assistants are appointed in special schools for the handicapped to assist with non-teaching duties such as preparation and tidying up of class-rooms, assistance with clothing, feeding, toileting, general hygiene, etc. This is an important development as it enables the teaching staff to devote themselves more fully to their teaching duties. To date 79 such posts have been allocated to special schools.

F. Future Provision

Future provision in the area of special education in Ireland must take account of the current international trend towards 'normalisation' and 'integration'. The diagnosis of a learning disability even if it is severe does not of itself justify transfer to a special school or class unless it is quite clear that the pupil cannot make adequate progress within ordinary school structures. Account must be taken of his present learning environment and the extent to which it may be possible to render it more favourable. A reduced pupil-teacher ratio in ordinary schools, the provision of more remedial teachers, the extension of the Visiting Teacher Service for hearing and visually impaired children and of the supplementary Home teaching schemes and the development of greater expertise among non-specialist teachers in dealing with children with special learning needs are all factors which will tend to reduce the affect of less severe disabilities and help children to benefit adequately from education in ordinary classes both at first and second level.

Such children might include those assessed as 'borderline mildly mentally handicapped',children who are moderately hard of hearing, children who, though physically handicapped, can remain in school if special provision is made for them. The presence of a child suffering from a minor sensory, intellectual or emotional defect should not in future be an obstacle to progress in classes where individual differences can receive due recognition.

However, bearing in mind the resources available and the severity of the handicaps of some of the children receiving special education at present and even allowing for the earliest possible diagnosis of learning disability and effective remedial measures being taken, it is obvious that a policy of full integration would not be in the best interests of many children whose learning disabilities will be so severe that they will be unable to make satisfactory progress in ordinary classes even with the help of remedial teachers, visiting specialist teachers or supplementary tuition. For this group educational facilities will continue to be provided in special schools and classes. The aim will be, whenever it is practical to do so, to provide these facilities in a way that will allow pupils to remain in close contact with their homes. This can be achieved through the expansion of day facilities, through the regionalisation of placements where this is appropriate and through the extension of the five-day hostel system. However in a thinly populated country, specialised schooling of a high quality can be provided for many children only in a residential setting but a scheme of visits home, such as has been arranged for the hearing and visually impaired children, can enable pupils to keep in close touch with their families. It must also be borne in mind that the number of children identified who have more than one handicap is on the increase and the special schools must be geared to cater for these children in the future.

Appendix 1

SPECIAL NATIONAL SCHOOLS FOR THE HANDICAPPED

30 June, 1982

| | Number of Schools for | Number of Pupils in Schools for | Number of Teachers in Schools for |
|---|---|---|---|
| (a) Mentally Handicapped | 65 | 5,712 | 501 |
| (b) Children with Impaired Hearing | 5 | 811 | 138 |
| (c) Blind and Partially Sighted | 2 | 155 | 22 |
| (d) Physically Handicapped | 15 | 692 | 58 |
| (e) Emotionally Disturbed | 15 | 473 | 65 |
| (f) Other Special Schools | 16 | 612 | 68 |
| TOTAL | 118 | 8,455 | 852 |

Appendix 2

## PUPIL-TEACHER RATIOS IN SPECIAL SCHOOLS

| CATEGORY | RATIO |
|---|---|
| (a) Visually Impaired | 1 : 12 (Approximately) |
| (b) Hearing Impaired | 1 : 8 or<br>1 : 6 (Profoundly Deaf) |
| (c) Moderately Mentally Handicapped | 1 : 12 |
| (d) Mildly Mentally Handicapped | 1 : 16 (or 17) |
| (e) Emotionally Disturbed | 1 : 12 or<br>1 : 8 (Severely Disturbed) |
| (f) Special Schools for Maladjusted Children (e.g. Lusk, Finglas) | 1 : 12 (More or less as for Emotionally Disturbed) |
| (g) Travelling Children | 1 : 25 (Special School)<br>1 : 16 (Special Class) |
| (h) Physically Handicapped | 1 : 16<br>This varies for the different types of handicap and for different conditions in various hospitals and schools. |
| (i) Specific Learning Difficulty | 1 : 12 |

Appendix 3

A. SPECIAL EDUCATION OUTSIDE SPECIAL SCHOOLS

| Special Classes for | No of Teachers | No of Pupils | Average P.T.R. |
|---|---|---|---|
| Mild and Borderline Mental Handicap | 150 | 1,800 | 1 : 12 |
| Travelling Children Pre-School | 13 | 156 | 1 : 12 |
| Travelling Children Special Classes | 60 (approx.) | 720 | 1 : 12 |

B. SUPPLEMENTARY EDUCATION

| | Teachers | Pupils | |
|---|---|---|---|
| Remedial Teachers in Ordinary N. Schools | 653 (Posts) | 32,650 | On basis of 50 pupils per teacher (part-time tuition on withdrawal basis) |
| Remedial Schemes at Child Guidance Clinics | 27 | 595 | Number of Schemes : 7 |
| Saturday Morning Remedial Schemes | 123 | 738 | |
| Home Teaching Schemes | 108 | 112 | |

C. VISITING TEACHER SERVICE

| Handicap | No of Teachers |
|---|---|
| Hearing Impairment | 27 |
| Visual Impairment | 3 |

D. WORK TRAINING CENTRES FOR MENTALLY HANDICAPPED

| No of Centres | No of Instructors | No of Trainees |
|---|---|---|
| 11 | 68 | 502 |
| Child Care Assistants | No of Posts Sanctioned | |
| | 82 | |

# IV. TEACHER TRAINING AND RECRUITMENT

## 1. PRIMARY LEVEL

BY MAIRE NI CHIONNAITH, ASSISTANT PRINCIPAL OFFICER

### COLLEGES OF EDUCATION (1)

1. Shortly after the introduction of a system of national primary education in Ireland in the middle of the 19th century the State undertook to provide for the training of teachers "for the purpose of obtaining a sufficient supply of trained teachers for service in national schools".

   Residential Colleges, under the management of Church Authorities, were established and grants to cover the total costs of tuition and accommodation were provided by the State.

2. Up to 1973 the Colleges provided a two year course of training, at the end of which the students were eligible for recognition as teachers. After a satisfactory probationary period of two years the Department of Education awarded diplomas to the teachers.

3. From 1974 a three year degree course, leading to the award of a Bachelor of Education Degree by the Universities was introduced. The courses are conducted in the Colleges by College Staff, and are subject to the Faculties of Arts of the Universities College with which the individual Colleges of Education are associated. Examinations are conducted by the Colleges in collaboration with the Universities who validate and award the degree.

4. The content and format of the B. Ed. course varies from College to College but broadly speaking it can be said that its main elements are :

   - study of Education and other academic subjects to Degree level ;
   - training of students to teach the primary school curriculum ;
   - supervised teaching practice.

5. Recruitment to the Colleges of Education is by way of national open competitive examination.

   The majority of students' are recruited directly from secondary schools, on the basis of the grades secured in the Leaving Certificate Examination, together with marks obtained at an interview and Irish Language test. A limited number of places is reserved for students of "mature years" (students aged 24 and over) who meet the academic requirements of the competition.

6. Since 1971 the Colleges have provided a one year intensive course for general University graduates. The emphasis in this course is on education, the school curriculum and teaching practice.

   Those who successfully complete this course are eligible for recognition in national primary schools.

7. Teachers who have approved qualifications from Britain, Northern Ireland or elsewhere are eligible for recognition provided that they first secure the necessary Irish language qualification.

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(1) A list of Colleges of Education and a short bibliography are to be found as Annex A.

## LIST OF COLLEGES OF EDUCATION

| | | |
|---|---|---|
| St. Patrick's College of Education<br>Drumcondra,<br>Dublin 9. | - | Recognised College of the National University of Ireland. |
| Carysfort College of Education<br>Carysfort Park,<br>Blackrock, Co. Dublin. | - | " " " |
| Mary Immaculate College of Education<br>Mount Prospect,<br>Limerick. | - | " " " |
| Church of Ireland College of Education<br>Upper Rathmines Road,<br>Dublin 6. | - | In association with the University of Dublin (T.C.D.) |
| St. Mary's College of Education<br>Griffith Avenue,<br>Marino, Dublin 9. | - | " " " |
| Froebel College of Education<br>Sion Hill,<br>Blackrock, Co. Dublin. | - | " " " |

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## 2. SECOND LEVEL SCHOOLS

BY SEAN Ó MUIRCHEARTAIGH, ASSISTANT PRINCIPAL OFFICER

### 1. INTRODUCTION

1.1 Training may be subdivided into two basic types :

a. the training necessary to qualify as a teacher in the first instance (Pre-recruitment training) and

b. training aimed at acquiring additional skills, improving standards or widening the range of abilities - usually referred to as "in-service training".

1.2.1 In order to understand better the training requirements for teachers in second level schools, it is well to look first at the minimum qualifications acceptable for posts in such schools.

1.2.2 Secondary Schools

These schools are private institutions and are free to make their own appointments. However, the salaries of the majority of teachers employed by such schools are paid by the Department of Education. To qualify for payment of salary, a teacher must either be registered or have qualifications acceptable for registration. The requirements for registration are prescribed by the Registration Council, a body statutorily constituted under the provisions of the Intermediate Education (Ireland) Act, 1914. The Council is representative of the various educational interests in Ireland.

The requirements for registration are published in the 'Regulations for the Register of the Intermediate School Teachers' (now described as "Secondary Teachers").

Basically, the requirements of the Registration Council are :

a. (1) a degree of a university or other degree-awarding authority acceptable to the Council as suitable for registration and a teacher training qualification acceptable to the Council,

or

(2) a diploma or certificate at the appropriate specialist level acceptable to the Council in certain specialist subjects such as Art, Woodwork, Metalwork.

b. One year of full-time teaching experience, and

c. Competency in Oral Irish.

1.2.3 Vocational Schools

Registration is not a prerequisite for teaching in these schools but registered secondary teachers are acceptable. Normally, a university degree in the subject areas to be taught or a diploma or certificate in specialist areas such as Art, Music, Woodwork, Metalwork together with an acceptable knowledge of Irish are required.

An explanatory memorandum regarding teachers in Vocational Schools is appended at Appendix 1. (p. 39 - 40)

1.2.4 Comprehensive and Community Schools

As in the other types of schools, an acceptable subject qualification together with teacher training qualification and satisfactory knowledge of the Irish language are the requirements.

## 2. PRE-RECRUITMENT TRAINING

2.1 Let us look specifically then at the training. With certain exceptions which I shall identify later, training of second level teachers is not provided in specialised teacher-training colleges but rather in the Universities. This is in marked contrast to the position relating to primary school teachers which has been described and to the position in relation to second-level teachers in some Member States. University students who have successfully completed their primary degree course - usually of three years' duration - and who contemplate a career in teaching enter a one year post-graduate course in the University leading to the Higher Diploma in Education (H. Dip. in Ed.). They may, of course, seek appointment in Vocational Schools on completion of their primary degree course. The selection of subjects or combinations of subjects for the primary degree is entirely the choice of the student subject to whatever constraints may be imposed by the University programme but, of course, qualification in certain subjects will enhance the opportunity of obtaining a teaching appointment.

2.2 To enable the student to satisfy the requirement in relation to knowledge of the Irish language, arrangements are made with the Department's Inspectors for the conduct of oral Irish tests during the course of the year's study for the Higher Diploma in Education.

2.3.1 Until recent times, degree courses were not available in certain specialised areas such as Art, Home Economics, Woodwork, Metalwork, Physical Education. In these cases, holders of diplomas or certificates which included teacher training or were combined with acceptable pedagogical qualifications were acceptable for teaching posts provided it was established that the level of instruction was to a satisfactory standard. This position is now changing.

2.3.2 The National Council for Educational Awards confers a B.A. degree on those satisfactorily completing the course in Physical Education at Thomond College in Limerick. This is a four-year course in which an elective subject is taken with Physical Education and in which training in teaching is provided concurrently with subject study.

2.3.3 In the areas of Woodwork and Metalwork specialised courses were provided by the Department of Education wherein school leavers and people recruited from trade areas became qualified to teach these subjects. Those courses have now been discontinued and have been replaced by degree courses at Thomond College. The first graduate from these courses will emerge in 1983. Both second-level school leavers and persons with a trade background may enter for these courses. The degree awarding authority is the National Council for Educational Awards.

2.3.4 Two Colleges specialise in the training of teachers of Home Economics - one in Dublin and one in Sligo. Their courses are now accredited by the University of Dublin (Trinity College) and the National University of Ireland (University College, Galway), respectively, which award primary degrees at pass or honours level as appropriate to those successfully completing the courses.

2.3.5 The whole question of acceptability of qualifications in Art is under review. At present diplomas obtained on satisfactory completion of courses at about four venues in the State - the main one being the National College of Art and Design in Dublin - may be accepted. It is envisaged that some diploma courses will be replaced by courses to degree standard, the degree being awarded by the National Council for Educational Awards.

2.4 Qualifications obtained outside the State which are adjudged to be the equivalent of Irish qualifications are also acceptable. The holders of such qualifications must also satisfy the requirements relating to the Irish language.

## 3. "IN-SERVICE" TRAINING

3.1 Training does not cease with the acquisition of a teaching post. There is a continuing need to up-date skills, acquire new skills, kept in touch with changes in curriculum and methodology. These needs are served in a variety of ways ranging from informal gatherings through short withdrawal courses to full-time release from teaching.

3.2.1 Leave of absence from teaching to pursue further courses of study may be allowed in certain circumstances. For the most part such leave is without pay and may be allowed at the discretion of the school management.

3.2.2 In some limited cases, the Department of Education is prepared to allow leave of absence with pay. Such cases are :

a. Master of Education - courses leading to this higher qualification are available in three of the universities. Usually the course is of one year's duration but in some instances it lasts for two years. Teachers released with pay to pursue this course are required to meet the cost of their replacement in the school.

b. Diploma in Careers Guidance - courses are available in two of the universities. Where a school is eligible for a post of Careers Guidance teacher, a member of the staff of the school may be released with pay to pursue the course and the Department meets the cost of the replacement teacher. In other cases, the released teacher must bear the cost of the replacement.

c. Courses in Remedial Education are provided by the Psychological Service of the Department of Education. Teachers selected for these courses are released with full pay and the Department meets the cost of any substitution necessary. Travel and subsistence allowances are also paid. Courses are organised on the basis of short intensive sessions (not more than four weeks) at intervals during the school year. In the intervening periods, the teacher applies his new found skills in his own school.

3.3 Certain other "in-service" courses are organised, either at week-ends or during summer holidays, by the Department, by associations of subject teachers or by other educational interests. Where the course has the approval of the Department, costs such as lecturers fees and organisational expenses are recouped.

3.4 A Committee, representative of teacher training and teacher organisations, has been set up to "identify priority areas in in-service training of teachers and to make recommendations to the Department". A report is expected in the near future.

## 4. RECRUITMENT

4.1 To deal with recruitment it is necessary again to deal separately with the different types of schools.

4.2 Secondary Schools, being private institutions are free to adopt their own recruitment procedures and no constraints whatsoever are imposed by the Department of Education in relation to such procedures. The Department's concern is to ensure that the number of teachers to whom it is asked to pay incremental salary does not exceed the number permitted by the relevant regulations and that teachers in respect of whom such salary is claimed are either registered teachers or have qualifications acceptable for registration. Normally, except where, perhaps, arrangements are made to give a post to a particular person (e.g. a member of the religious Community operating the school), such schools advertise vacancies in the public press, and applicants are interviewed. If there are many applicants it is likely that a preliminary elimination will be done having regard to level of qualification and experience thus bringing the numbers to be interviewed to manageable proportions. The requirements for registration as a secondary teacher quoted earlier do not hold any constraints as regard degree subjects. In theory, therefore, a person accepted for registration may teach any subject on the curriculum. In recruiting teachers, schools will obviously relate the degree subjects of applicants to the needs of the school. However, due to timetabling and curriculum constraints, there are occasions when teachers in secondary schools may be called on to teach subjects in which they have no formal qualification.

4.3 Vocational, Comprehensive and Community Schools are required to advertise all vacancies in newspapers with a national circulation and to set up selection boards to process the applications received. It is customary to do a preliminary elimination by reference to qualifications, experience, etc. A short list of candidates is thus created and these are interviewed. They are then listed in order of merit. Proposals for appointment of successful candidates are submitted to the Department of Education for approval. In considering such proposals, the Department satisfies itself that the overall staffing levels do not exceed the authorised allocation and that the person proposed is fully qualified.

4.4 Recruitment of teachers for Vocational Schools is done by the Vocational Education Committees. There are 38 such Committees, most of them having responsibility for a number of schools. Recruitment and staffing levels are on a committee basis. Deployment over the schools within its area is a matter for the Committee.

4.5 Each Comprehensive and Community School has a separate Board of Management. Recruitment is the responsibility of the individual boards.

# EXPLANATORY MEMORANDUM CONCERNING APPOINTMENTS, QUALIFICATIONS, SALARY SCALES AND INCREMENTAL CREDIT FOR PERMANENT WHOLETIME TEACHERS EMPLOYED BY VOCATIONAL EDUCATION COMMITTEES.

## 1. VOCATIONAL EDUCATION COMMITTEES

Vocational Education Committees (38 in all) are local authorities and they administer 243 vocational schools throughout the State. Courses are provided in vocational schools :

a. for wholetime day students (leading to the Certificate Examinations for Day Vocational Courses and the Intermediate and Leaving Certificate Examinations)
b. for apprentices, and
c. for adults.

Courses for technicians and professional courses at third-level are also administered by Vocational Education Committees principally in Dublin, Cork and Limerick and in Regional Technical Colleges in Carlow, Letterkenny, Galway, Athlone, Dundalk, Sligo, Tralee, and Waterford.

## 2. ADVERTISEMENT OF VACANCY

Every vacancy for a permanent wholetime position must, normally, be advertised by the Committee in national newspapers.

## 3. AGE LIMIT

On first appointment, a permanent whole-time teacher under a Vocational Education Committee must be not less than 21 years of age and not more than 30 years of age. The Minister may, however, in special circumstances, sanction the appointment of a qualified person whose age is not within these limits.

## 4. QUALIFICATIONS

The Minister for Education specifies the minimum academic and technical qualifications required for each teaching post and is prepared to accept equivalent qualifications. In general, the minimum qualifications are :

a. a degree of a recognised degree-awarding authority with the subject or subjects of the teaching post in question taken in the final degree examination and
b. an Ceard Teastas Gaeilge which is a certificate of a person's competency to teach through Irish.

## 5. ANNUAL INCREMENTS

5.1 The payment of annual increments of salary shall in every instance be dependent upon the teacher's service having been satisfactory to the Committee and to the Minister. In assessing service regard shall be had to the teacher's aggregate number of effective teaching hours in the appropriate year including hours expended in promoting other activities recognised by the Minister as an equivalent to teaching hours.

## 6. PROBATIONARY SERVICE

6.1 Every person appointed for the first time to a position of permanent whole-time teacher under a Committee shall be required to serve a probationary period of at least one year's duration. At the end of that year, the teacher may be confirmed in his appointment, continued on probation for a further period or at any time during the probationary period his appointment may be terminated as the Minister may direct or as the Committee, with the approval of the Minister, may determine.

## 7. APPOINTMENT TO POSTS OF RESPONSIBILITY

7.1 A vocational teacher may be promoted to Principal, Vice-Principal or to another post of responsibility in a Vocational School and allowances are payable to holders of such posts.

## 8. LEAVE OF ABSENCE

### 8.1 Annual Leave

A permanent whole-time teacher shall be granted a minimum of six weeks summer vacation each year, provided he has satisfactorily completed the duties normally required of teachers immediately after the conclusion of class-work for the session and subject to the condition that he may be required to attend a course of instruction during portion of the vacation period. Vacation may also be granted for such short periods during which the schools may be closed at Christmas and Easter.

### 8.2 Sick Leave

a. Sick Leave may be granted to a permanent whole-time teacher only when there is a reasonable expectation that the teacher will be able to resume duty.

b. A permanent whole-time teacher may be allowed full salary during absence due to illness for a period or periods which in the aggregate do not exceed twelve months (365 days) in any four consecutive years. In reckoning such aggregate of twelve months, periods of annual leave which full salary is allowed occurring in the course of the teacher's absence owing to illness may be reckoned as part of that absence. A period of annual leave for which a teacher who has been absent on sick leave produces a certificate from a duly qualified medical practitioner that the teacher is fit to resume his duties is not to be reckoned as sick leave.

Special sick leave arrangements may apply to a permanent teacher suffering from tuberculosis.

## V. VOCATIONAL GUIDANCE IN IRELAND

BY T. O CONCHUBHAIR, SENIOR INSPECTOR OF GUIDANCE SERVICE AND PSYCHOLOGIST

### INTRODUCTION

The first formal pupil guidance provision in this country was established in 1960, when the City of Dublin Vocational Education Committee (V.E.C.) appointed an Educational Psychologist with particular responsibility for the development of guidance in the Committee's schools. Informal provision was, of course, recognised as a function of schools for many years, particularly in the Vocational sector, but the emphasis was on informality and on the effectiveness of the close relationship between teachers and pupils in Irish schools in providing for guidance needs.

### THE DEVELOPMENT OF SERVICES IN THIS COUNTRY

It was not until the latter half of the decade that any noteworthy expansion of guidance provision occurred outside of the City of Dublin V.E.C. When the first comprehensive schools were opened in 1966 an observation cycle formed part of their provision, and it was considered that the teachers involved would require training for the work. Because a large number of other schools also wanted to make more formal provision for career choice, the training was rapidly expanded by the Department of Education and, by 1971, some 120 teachers had received training for guidance work on short inservice courses. About the same time University College Dublin, influenced by the success of the extensive programme of training provided by the City of Dublin V.E.C. for its guidance staff, established a one-year full-time Diploma in Career Guidance on the U.S. model, which was open to teachers and other graduates interested in working as counsellors in schools and elsewhere. In 1971 the Department of Education established an Advisory Committee on Pupil Guidance to advise on the requirements for the training of future guidance personnel.
The following year, the Mater Dei Institute of Education established a one year Diploma Course in Guidance and Counselling, and following the granting of ex-quota status to guidance teachers, and their release with pay for training, the number of guidance teachers grew rapidly, reaching 300 by 1975.

### THE PRESENT POSITION

There are, currently, some 500 guidance teachers working in second level schools in Ireland. This means that more than half of those schools have guidance teachers, and, because these are predominantly the larger schools, more than two thirds of students have access to this provision. Schools with 500 or more students on rolls may appoint a guidance teacher to an ex-quota post and two small schools, with fewer than 500 students each, may combine to share an ex-quota guidance teacher. Teachers from the larger schools are also paid full salary while being trained as guidance teachers and the school may employ a replacement teacher. Currently, there are two such training courses available, in the University Colleges of Dublin and Cork ; in addition, a small number of teachers attend courses in Northern Ireland and Britain. Financial assistance is available to schools for the purchase of psychological tests for use by guidance teachers. For some years, new school buildings have included accommodation for guidance provision, usually in the form of an interview room, a seminar room and a waiting room.

Guidance teachers in ex-quota posts are expected to spend most of their time on guidance work, subject to the provision that they spend at least 3 hours on "ordinary classroom teaching" each week. In practice it would appear that they spend approximately 25% of their time teaching, much of it of non-examination subjects or to first year students. In many cases this amount of teaching is by choice, the teachers concerned wishing to maintain their links with ordinary teaching, or using teaching of e.g. first year students as a means of making initial contact with them, though there are, unfortunately, some instances of severe restrictions being placed on the amount of time made available for guidance work.

Most guidance teachers have been humanities graduates as the table below shows.

Qualifications of Guidance Teachers (1975) (1).

| | Arts/ Commerce Degree | Science Degree | Wood/ Metal | P.E. | Others + no Resp. | |
|---|---|---|---|---|---|---|
| Secondary | 212 | 12 | 1 | 1 | 9 | 235 |
| Vocational | 67 | 7 | 5 | 0 | 6 | 85 |
| Comprehensive and Community | 27 | 0 | 0 | 1 | 2 | 30 |
| All | 306 | 19 | 6 | 2 | (17) | 350 |
| % Total | 87% | 5% | 2% | 1% | (5%) | 100% |

One reason for the almost total lack of guidance teachers with a background in practical subject teaching was (and is) the requirement of graduate entry to one of the training courses. In addition, the continuing shortage of such teachers makes it unlikely that schools would encourage them to leave ordinary teaching. The predominance of graduates of Arts Faculties probably also accounts for a generally held view that guidance teachers lack experience of the world of work outside of school - a source of concern also to many guidance teachers - though there would not appear to be any published data to substantiate this belief.

## WHAT GUIDANCE TEACHERS DO

A survey, conducted in 1972, of graduates of the (UCD) Diploma in Career Guidance working in schools, showed that of 37 guidance teachers responding, all report their work as including "Vocational and personal counselling and testing", 84% said they screened children on school entrance, 70% arranged career talks and 32% conducted field trips.

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(1) Source : unpublished Department of Education Data.

In a recent (unpublished) study of the work of 38 experienced guidance teachers, conducted by the Department of Education, the following pattern of work emerged :

| % Time spent Working With | Secondary Schools | Vocational Schools |
|---|---|---|
| Individual pupils | 57 | 52 |
| Small groups | 7 | 5 |
| Class-size groups | 22 | 22 |
| Parents | 8 | 8 |
| Outside agencies | 6 | 13 |
| | 100 % | 100 % |

As can be seen from this table, the most common form of guidance work in schools is with individual students. The main reported purposes of these interviews were to introduce guidance to students in the case of students in their first year in the school and to give feedback of psychological test results and discuss possible career choices in the case of examination classes. The most common reasons for self referral were reported to be confusion about career choice and anxiety about making decisions, lack of information about available jobs and a lack of knowledge of how and where to apply for work or further education. Some students also came because of difficulties with their parents in relation to their standards and expectations of the student. A smaller number of individual students was seen at the request of other teachers, usually because of conflicts with classroom teachers, disruptive behaviour, truancy and absenteeism.

Classroom guidance activities are of comparatively recent origin ; they are not mentioned, for example, in the 1972 survey. As can be seen from the table almost one quarter of guidance teachers' time, on average, is now being spent on this activity. Most guidance teachers surveyed provided an orientation programme for first year pupils, of one or more sessions. In vocational schools, what might be described as "Vocational Guidance" sessions predominated (information on and preparation for work) in the junior cycle, whereas in secondary schools topics of this kind tended to be held over until the senior cycle.

Other activities of guidance teachers would include small group activity, testing and assessment, work with parents (individually and at parent-teacher meetings), contact with employers, the National Manpower Service and other outside agencies, and record keeping and informational resource provision.

Because of the relative recency of pupil guidance provision in this country, experience shows that there is a wide diversity of school practice which tends to be masked by an aggregation of data. Nonetheless, it can be said that, in general, guidance teachers believe their principal function is to undertake individual counselling with students and that, for a variety of reasons, this work tends to be undertaken mainly close to the points of decision for the students.

# VI. TRANSITION FROM SCHOOL TO WORKING LIFE

BY P.A. O CEALLAIGH, SENIOR INSPECTOR

## 1. WHAT IS MEANT BY TRANSITION FROM SCHOOL TO WORKING LIFE ?

This theme is one which has been highlighted in most western countries in recent years. It is a topic which has exercised the minds of economists, sociologists, politicians and trade unionists not to mention educationists. As a label which is put on a very human problem it is not at all clear what precisely is meant by transition from school to working life. This is shown by the many variations of the label which are used. Sometimes it reads 'transition from school to adult life'. On other occasions it turns up as 'transition from school to adult and working life' and, on other occasions still, we see it referred to as 'preparation for work'.

In the mid-seventies the issue of transition was seen in the context of a straight transfer from school to work on the assumption that work, or a job, was guaranteed at the end of the school line. The approach to a solution to the issue was one of a further adjustment to the school curriculum to ensure that young people while at school acquired the skills necessary for work and of ensuring a match between what the school provided in terms of skills, etc., and what was likely to be required in employment in the adult world. Other major objectives were to ensure that young people had an understanding of the world of work ; that their attitudes to work and to industry in particular were moulded and shaped in a positive way thus ensuring a well-skilled and highly motivated work force for industry.

However, with the massive increase in unemployment particularly among young people in the late seventies and early eighties, a rethink has been forced upon us. We now realise that it is most unlikely we can assure all of our young people of employment when they leave school. Recent surveys of job creation prospects make the point that while certain areas of employment are likely to expand nevertheless the overall picture in terms of employment is unlikely to change substantially in the near future. Recognition of this forces us all to reconsider what it is that we are preparing young people for. This does not mean that schools should put less emphasis on right attitudes to work or on the need for a knowledge and understanding of the work situation or that schools should de-emphasize the acquisition of skills. It does, however, require that other factors should be taken into consideration. Indeed one of these factors might well centre on the whole concept of work and what is meant by work. Is there or should there be a distinction between work and a job ? Does work always mean paid employment ? These are some of the key issues which have pushed their way into prominence in any discussion or proposals relating to transfer from school to working life. They are likely to become more prominent in the coming years.

## 2. WHEN TRANSITION OCCURS

In Ireland transition from school to working life takes place either about the age of 15 when young people have completed the junior cycle of post-primary education and, indeed, have reached the end of compulsory education or at the age of 17 plus when they have completed the senior cycle of post-primary education.

## 3. THE ROLE OF THE TEACHER

This topic is not dealt with to any great length since it has partly been covered already in the contribution on guidance. It is important however to highlight again the prime role of the teacher in the area of transfer and to refer to the much-discussed problem of the lack of real understanding of the world of work among many Irish teachers. This problem arises mainly out of the fact that most teachers are recruited on completion by them of third level education without the opportunity of getting experience of the wider world of work. Ireland has a guidance service in its schools but there is a need to ensure that all teachers, and not just specialists, are in a position to play their part in the formation of young people as they prepare themselves for adult life.

## 4. TRANSITION AND MAINSTREAM CURRICULUM

Reference has already been made to the awareness of the need for a greater match between what the schools offer to young people and what is likely to be required of them when they leave school. In an ttempt to bring about this match, post primary schools in Ireland have been placing a much greater emphasis on practical subjects. There is now a much greater provision for practical and manual subjects such as Woodwork, Metalwork and Science as well as for Commerce. At Senior Cycle level this has been followed through and there is a growing emphasis on Economics, Accounting, Business Organisation, Computer Studies, Construction Studies, etc. This is a particular feature of newer schools, the Comprehensive and Community Schools, and also of Vocational Schools. However, we must recognise that in the context of the increasing population and particularly the growing numbers of young people this kind of provision is very demanding in terms of resources.

While this change in the curriculum is rightly emphasised in terms of the provision of new and additional subjects, the question has to be asked to what extent there is a take-up of these subjects. Figures for 1979 indicate that at Leaving Certificate level 34,000 (c.) candidates took English, 32,900 (c.) took Mathematics, 18,000 (c.) took Geography, while only 9,000 (c.) took Business Organisation, 2,500 took Technical Drawing and 1,400 took Engineering Workshop Theory and Practice. At Junior Cycle in the Vocational schools almost all of the boys take each of the three subjects, Mechanical Drawing, Woodwork and Metalwork but a tiny proportion of girls take any of these subjects.

## 5. TRANSITION AND CURRICULUM INNOVATION AT SECOND LEVEL

It is not useful to deal here in detail with the various innovatory projects and schemes which are designed to ease the transition to working life. Much of the information on this issue is contained in the latest edition of Compass - the journal of the Irish Association for Curriculum Development. However the following areas of development should be highlighted and underlined.
As part of the European network of pilot projects on transition from school to working life, initiated under the Resolution of the Council of Ministers, December 1976, Ireland has three pilot projects. These projects are as follows :

(a) THE SPIRAL PROJECT located in the Curriculum Development Centre attached to St. Patrick's Comprehensive School, Shannon, in the Mid-Western region. This project has concerned itself with establishing links between the school, the home and the wider community including industry.

(b) THE EARLY SCHOOL LEAVERS' PROJECT under the auspicies of the City of Dublin Vocational Education Committee and located in the Curriculum Development Unit of that Committee. This project has focused on the problems of early school leavers by trying to identify potential early leavers and, also, to develop a curriculum suitable to their needs. Both of these projects are jointly funded by the Commission of the European Communities and the Department of Education.

(c) EDUCATION FOR DEVELOPMENT is a project which is jointly funded by the Irish Foundation for Human Development and the Commission of the European Communities. This project tries to focus on the wider issue of human development in the educational system with particular reference to the needs of young people in the transition stage.

Each of these projects is being reported on and final evaluation reports from the external evaluators are expected in the autumn 1982 and should then be available through the Commission.

The SCHOOLS INDUSTRY LINKS SCHEME had its origins in a working party on attitudes to Industrial Employment set up by the Manpower Consultative Committee of the Department of Labour. A number of locations were chosen for action and projects are in operation in places such as Athlone, Galway and Finglas in Dublin City. The Galway project is extensively written up in the issue of Compass, referred to earlier. The scheme is administered by the National Manpower Service. Each project has a Steering Committee representing industry and second level schools.

Two other developments still have to be mentioned. The first of these is a major research project being carried out at present by the Economic and Social Research Institute (E.S.R.I.) on Youth Employment and the Transition from Rducation to Working Life. A major aspect of the survey will be based on interviews with a sample of some 9,000 young persons between the ages of 15 and 24 who have left full-time education. The second refers to a Resource Directory produced by the Confederation of Irish Industry which provides information on firms in various parts of the country which have volunteered to provide linkage facilities for schools and describes the nature and extent of such services.

Finally two other programmes are relevant to the question of transition. The first of these - the Pre-Employment Course (PEC) - is intended for students who would ordinarily leave school to seek employment on attaining school-leaving age but who return to school having failed to get employment. It comprises three main sectors :

- General Studies and Personal and Social Development ;
- Work experience of one day per week ;
- Technical Studies.

This course has proved quite successful in schools. At present it is confined to Vocational and Community/Comprehensive schools.

The other programme is known as the Transition Year Programme (TYP). The target group for TYP is not confined to school leavers. It also allows pupils to pursue a course of study for one year between the completion of Junior Cycle (15 years) and the beginning of the Senior Cycle (15 to 17 years). In terms of course construction the approach is not unlike that of the Pre-Employment Course. In the case of TYP and PEC certification is locally based and does not involve the public examination system.

## VII. TEMPORARY GRANT SCHEME FOR YOUTH EMPLOYMENT

BY GEAROID CONROY, ASSISTANT PRINCIPAL OFFICER

1. The Department of Education's Temporary Grant Scheme for Youth Employment was introduced in 1977 and its immediate aim was the relief of unemployment among young people by giving them temporary work, the experience of which would assist them in getting more permanent work at a later date.

2. It should be stated at the outset, that the Department's Terms of Reference in relation to the operation of this Scheme were reasonably simple and uncomplicated, which characteristics have, in no small way, contributed largely to the Scheme's success since then. The idea behind the Scheme was to get young people with no work experience employed as quickly as possible on projects, which would not require any special training or skills.

3. It was felt that the Scheme could be best utilised by youth and sports organisations throughout the country. This was later extended to take in local community associations.

4. Since the Scheme began in 1977 the number of applications for aid received each year has risen dramatically from around 50 in 1977 to close on 500 in 1982.

5. Below is a schedule of progress of the Scheme since it began :

| Year | Amount Sanctioned £ | Amount Spent £ | No. of Projects Assisted | No. of Workers Employed | Employment Provided (Man-Years) |
|---|---|---|---|---|---|
| 1977 | 294,400 | 286,736 | 42 | 365 | 110 |
| 1978 | 880,000 | 700,566 | 138 | 1,170 | 324 |
| 1979 | 2,000,000 | 1,426,000 | 289 | 2,000 | 560 |
| 1980 | 1,565,000 | 1,493,567 | 160 | 1,850 | 560 |
| 1981 | 750,000 | 600,000 | 74 | 550 | 150 |

In 1982 the Scheme came under the aegis of the National Youth Employment Agency (1) and is now funded by the Department of Labour, which is responsible for the Agency. The Scheme, however, is still operated by the Department of Education.

6. In 1982 a sum of £3.5m. has been provided for the Scheme out of which it is anticipated that upwards of 400 work projects will be assisted giving employment to 3,000 young workers representing 850 man-years.

7. The Scheme is eligible for grant-aid from the European Social Fund to a maximum of £11 per eligible young person per week employed.

8. Applications under the Scheme are invited from youth/sport and community associations throughout the country to employ young people on work projects which would not otherwise be undertaken in the normal course. These include such operations as building of dressing rooms, toilets, showers, etc., boundary walls, ballalleys fencing, drainage, landscaping. painting and

(1) cf. following contribution p. 53- 55.

decorating, renovation, general repairs, etc. Latterly, the Scheme has been extended to projects aimed at assisting small industrial undertakings to help them to become established. In fact, the Department is prepared to consider sypathetically any work proposal put forward by any responsible body which would not normally be undertaken without the necessary financial or other assistance.

9. To qualify for a grant, work projects organisers must ensure that each young worker to be employed must :

(a) be not more than 25 years of age ;
(b) be unemployed prior to commencement of work on the project ;
(c) have terminated formal education ;
(d) be recruited through the National Manpower Service.

10. A maximum grant of £60 per week is paid by the Department in respect of each young person employed. This amount, of course, is subject to the statutory deductions in respect of social insurance and PAYE so that the net weekly amount received by each young worker is usually around £45 per week.

11. Although the nature of the work usually performed under the Scheme is traditionally unsuitable for young women, the Department encourages work project organisers to employ young women as far as is possible. The experience of the Scheme so far, however, has shown that the ratio between male and female workers is in the order of 10 to 1. With less emphasis however on labour intensive projects in the future, it is expected that this ratio will be reduced. There is also the problem that the Scheme is generally held to be more applicable to the young male worker with the result that project organisers tend not to consider employing females despite the Department's assurance that favourable consideration is given to projects which would be suitable for the employment of girls.

12. Under the original conditions of the Scheme, no provision was made for assistance towards the employment of skilled supervision. However it quickly became apparent that work projects undertaken without full-time skilled adult supervision were unlikely to be successful either from the point of view of the actual work experience for the young persons or for the finished project, which, after all, was the concern of the project organisers. The Scheme has now been amended for some time to include an element of £90 a week in respect of the employment of a skilled adult full-time supervisor. The conditions in relation to the young workers do not apply to the supervisor although he must be unemployed at the time he is recruited.

13. As a further inducement to local work project organisers, the Department allows further grant-aid in respect of materials which might be required to complete the project. It also allows a certain sum towards craft work such as plumbing, electrics, carpentry, etc. which may be involved. In both cases, the amount allowed are normally 15% and 10% respectively of the total labour cost as assessed by the Department. These amounts are not intended to cover the entire cost of these elements.

14. Priority is given to projects which can begin with a minimum delay, and actual payments of the grant-aid are thereafter made in instalments following receipt of written confirmation that work on the project is about to begin.

15. Each project organiser is reminded, before any grant-aid is approved, of its obligations in respect of the following :

(a) The recruitment of the young workers.
(b) Normal discipline while on the job.
(c) The keeping of records.
(d) P.A.Y.E. & Social Insurance deductions.
(e) Public & Personal Accident Insurance.
(f) Keeping the Department informed of progress on the project, and forwarding regular returns of the workers employed each week throughout the period of the work project.
(g) Ultimately accounting by way of a certified auditors account for the expenditure of any grant-aid received.

16. Advantages and Benefits of the Youth Employment Scheme

a. Provides real work experience for young people. During the course of each work project assisted young workers are subject to the usual discipline encountered in the normal work situation e.g. regular attendance, working under direction, esprit de corps, pride in achievement and regular wages each week. These experiences can be valuable assets when looking for other employment.

b. The experience also gives the young person, especially those who have had no previous work experience, a sense of having some value in the work market which can be so important psychologically for any young person.

c. Flexibility. The Scheme itself allows for variation within the limits of the Scheme itself and depending on the circumstances of each case. It is possible, for instance, for the project organisers to vary the number of workers and the duration of the project and they can apply for an extension of the original sanction should circumstances so require. Decisions in relation to these matters can be given with the minimum of red tape and are usually taken during a routine inspection by an official of the Department of the work project while in progress.

d. The projects assisted under the Scheme are usually modest in nature and consequently, work on them can begin almost immediately following the sanction of grant-aid from the Department.

e. Commitment by project organisers. The Department's aim under this Scheme is towards the relief of unemployment among young people but work project organisers who benefit under the Scheme have a further committed interest which is the successful completion of the work project. Thus, both the Department and the local organisers have in their separate way a vested interest in the success of the Scheme.

f. Rate of Pay. The present £60 per week in respect of each young worker has applied now since 1980.

g. Local Amenities. The Scheme has provided hundreds of local communities with amenities such as dressing rooms, ball-alleys, conversions, renovations, halls, parks, outdoor areas, etc. which might never have been provided otherwise. These have given the local areas they serve a pride, an identity and a community focal point which is greatly appreciated.

## DETAILS OF

## Temporary Grant Scheme for Youth Employment

1. Work Projects

Grants will be made mainly through the national governing bodies of youth and sport organisations for the employment of youth on desirable community works of a type which would not otherwise be undertaken in the normal course at the present time.

2. Eligibility of Projects

To qualify for a grant, projects must have a high labour content which will result immediately in the direct employment of youth. Selection of projects will be on the basis of probable completion within the period of the grant scheme, or in the case of projects of a productive nature, the possibility of their becoming self-perpetuating.

The scheme relates to projects approved and undertaken during the relevant financial years ; where work has not commenced on approved projects by the end of that year, the sanction will be deemed to have lapsed.

3. Eligibility of Young Persons to Qualify for a Grant

Young persons should (a) as a rule, be not more than 25 years of age ; (b) be unemployed ; (c) have terminated their formal education ; (d) be recruited through the National Manpower Service.

4. Rate of Grant

Grants for labour will be paid at the rates of £60 per week gross wage in respect of each eligible person. Application forms should be completed on this basis and grants will be paid only in accordance with actual expenditure on wages.

5. Employment of Girls

Special consideration will be given to projects which would be suitable for the employment of girls.

6. Supervision

Projects will not be considered for grant-aid unless the Department is satisfied with the arrangements made by the applicant organisation for supervision. Supervision on a full-time working basis by a mature and preferably skilled person will be required. The Department will make a grant towards the cost of supervision. The supervisor to be employed must himself be an unemployed person before being invited to work on any project ; otherwise, the conditions of paragraph 3 need not be fulfilled in the case of supervisors.

7. Costs

The applicant body must show how it intends to meet the cost of materials over and above any amount the Department may sanction and any other necessary expense involved in the project outside of wages. A grant will not be approved in any case where sufficient local funds are not available. In certain cases (e.g. building projects) the Department will be prepared to consider making a contribution towards the cost of materials and/or towards the cost of short term craft work.

8. Commencement Date

Priority will be given to projects which can begin without delay.

9. Inspection

Following receipt of application for grant-aid, an initial on-the-spot examination of the work project proposals will be made by an official of the Department before approval for grant-aid will be given.

If a grant is approved, the work project may be visited from time to time by a Department official without notice, to check on progress of the work, etc.

10. Payment of Grant

The initial instalment will be paid on receipt of written confirmation that work on the project has begun or is about to begin. The subsequent instalments will be paid subject to satisfactory work progress and receipt of weekly work returns.

11. Administration

It is important that the organisers of work projects should appoint a person to be responsible for ensuring that the project is carried out in accordance with the terms of the scheme and for such administrative duties as :

(a) Records of payments, P.A.Y.E., Pay-Related Social Insurance, etc.

(b) Public and Personal insurance against injury/damage, etc.

(c) Keeping the Department informed of progress on the project and forwarding returns of the workers employed each week throughout the period of work.

12. Insurance

The Department will not be responsible for compensation arising out of any injury or accident involving any perosn, including the workers, during the course of a project. Organisers should protect themselves against such an eventuality by taking out adequate insurance cover.

13. Accountability

All moneys paid in respect of any project by the Department must be lodged in a separate bank account to which the Department will have access for information at all times.

All grant-aid paid by the Department in respect of each work project must ultimately be accounted for by the submission of a professionally certified audited statement.

Any unexpended portion of the grant must be refunded to the Department.

If during the course of a work project, the Department is not satisfied that the conditions of the scheme are being met, a refund of the grant-aid will be requested.

14. Application Forms

Application froms for completion by eligible organisations are available from the Secretary, Department of Education, Youth Employment Section, 11th Floor, Hawkins House, Dublin 2.

In the case of youth and sports bodies, applications should be forwarded initially to the appropriate national governing bodies, e.g. the Gaelic Athletic Association, the National Federation of Youth Clubs, Macra na Tuaithe, etc.

## VIII. YOUTH EMPLOYMENT AGENCY

BY MAIRE NI CHIONNAITH, DEPARTMENT OF EDUCATION REPRESENTATAIVE ON THE BOARD OF THE AGENCY

In 1981, approximately 20,000 young people took part in various programmes to promote youth employment. These programmes included AnCO's general and apprentice training programme and Community Youth Training Programme, the Work Experience Programme operated by the National Manpower Service and various schemes operated by the Departments of Education and the Environment. The Youth Employment Agency which was established in February 1982 aims to coordinate these programmes and to provide further opportunities for young people seeking employment. The Agency will be financed by a levy on incomes and by the European Social Fund.

### THE AGENCY ITSELF

The Youth Employment Agency is a company limited by guarantee. Its eleven directors include representatives of trade unions, employers and youth organisations. The major objective of the Agency is to "establish , develop, extend, operate, assist, encourage, supervise, co-ordinate and integrate, either directly or indirectly, schemes for the training and employment of young persons". "Young Persons" means those aged between 15 and 25.

### WHAT THE AGENCY WILL DO

The terms of reference of the Agency are :

(a) To review the effectiveness of youth employment, work experience and training programmes with particular reference to their impact on disadvantaged youth ;

(b) To extend existing youth job creation, training and work experience programmes, while providing also for increzsed penetration for such programmes among disadvantaged youth ;

(c) To arrange for assistance to be given to voluntary, social or community organisations to provide employment for young people where this is not possible under existing programmes ;

(d) To arrange assistance for young people with the establishment of an enterprise in areas other than those in which existing bodies, for example, the IDA, county development teams and AnCO operate ; in particular the agency should promote, through education and publicity, the concept of self-help and enterprise amongst young people, either individually or in co-operative endeavours ;

(e) To carry out and administer youth employment and training schemes where there are gaps in existing programmes ;

(f) To co-ordinate and integrate the various schemes, ensure there is no duplication between them and, in this connection, to set general standards for the various schemes in relation to such matters as the ages, wages and allowances of participants ;

(g) To identify areas outside the scope of existing programmes into which Government aid to young people could be extended, for example, agriculture and other primary activities ;

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(1) Source : Monthly Information Bulletin of the National Social Services Board, vol. 9, Nº 5 / 1982.

(h) To consider the possibility of improving the access of unemployed young people to a range of educational and training courses in the private and public sectors possibly by means of a voucher scheme for eligible youth ;

(i) To submit views, as appropriate, on educational policy and its effectiveness in preparing young people for working life ;

The Agency was launched on 9th February 1982, so no detailed plans are available yet. However, any young person who thinks that the Agency could help him/her should contact it at the Department of Labour, Davitt House, Dublin 4. Tel. (01) 765861.

It is hoped that in its first year of operation the Agency will cater for 40,000 young people, i.e. double the number involved in existing schemes.

## THE YOUTH EMPLOYMENT LEVY

The Youth Employment Agency will be partly financed by a levy on income. This levy will operate in a somewhat similar manner to the Health Contribution. It is expected to yield £63m. in a full year.

### Who will pay

Most people over the age of 16 will be liable to pay the levy. There are a number of exceptions as follows :

1. Medical card holders. If the medical card holder is employed, then the levy is paid by the employer and he is subsequently reimbursed.
2. Social Welfare recipients. All social welfare recipients are exempt, even if they have other income. This differs from the health contribution where only those receiving the women's benefits are exempt.

When the levy was being discussed in the Dail, the Minister for Labour said that consideration was being given to exempting low paid workers from the levy but no final decision has been made on this.

### Amount

The levy will be 1% of all income. Unlike social insurance and health contributions, there will be no upper limit on the income liable for levy.

### Collection

The levy will be collected in different ways depending on the source of income.

#### Employees

They will have the 1% deducted from their income together with their PRSI and health contribution. Employees who are exempt from the levy (i.e. those with medical cards or receiving social welfare benefits) should inform their employer. In particular those receiving Disability or Maternity Benefit should ensure that the levy is not being deducted as this is one aspect of the levy which differs from the Health Contribution. These people are liable for the Health Contribution in the normal way.

#### Pensioners

Those receiving social welfare pensions are not liable. Other pensioners will have to pay. If the pension is liable for PAYE tax then the 1% will be deducted at source in the same way as for employees. If tax is paid annually, then the levy is collected in the same way as for the self-employed.

Self-Employed
The self-employed will receive a bill each year for the amount of the levy. This will probably accompany their bill for health contributions,

Farmers
The Health Board will collect the levy from farmers. It is expected that the multiplier will be the same as that for health contributions i.e. 117 times the Rateable Valuation.

# IX. OVERALL VIEW OF STATE INVOLVEMENT IN HIGHER EDUCATION

BY P. O MAOLDOMHNAIGH, ASSISTANT SECRETARY GENERAL

In dealing with State involvement in Higher Education in Ireland it is necessary at the outset to give a brief outline of the structure within which this "involvement" takes place.

The system of Higher Education in Ireland has developed along two separate lines with traditional universities on the one hand and, on the other, a variety of non-university institutions orientated, in the main, towards providing education in particular fields of study.

There are two universities in Ireland - the National University of Ireland (N.U.I.) and Dublin University. The National University of Ireland has three constituent Colleges, one in Dublin, one in Cork and one in Galway. St. Patrick's College, Maynooth is a "recognised" College of the N.U.I. as is the Royal College of Surgeons in Ireland and, also, four teacher training establishments. Trinity College is the only College of Dublin University. Four teacher training institutions are associated with Trinity College.

The non-university sector consists of a variety of other institutions but they also fall into easily identifiable groups. These are :

a. The National Institutes for Higher Education in Limerick and Dublin ;
b. Nine Regional Technical Colleges at Athlone, Carlow, Cork, Dundalk, Galway, Letterkenny, Sligo, Tralee and Waterford ;
c. Certain Vocational Education Colleges in Dublin, Cork and Limerick ;
d. The National College of Art and Design ;
e. Teacher Training establishments. There are six institutions (Colleges of Education) for the training of primary school teachers and two for the training of teachers of home economics. All of these are either recognised colleges of the National University of Ireland or have an association with Trinity College. A further teacher training institution, Thomond College, Limerick, specialises in providing courses for teachers of physical education, woodwork and building construction, metalwork and engineering science, and general and rural science.
f. The Honourable Society of Kings Inns and the Incorporated Law Society.

In the main the universities concentrate on providing degree courses which they themselves validate. They also validate other degrees notably those of the Colleges of Education and Colleges of Home Economics. The National Council for Educational Awards is, generally speaking, the validating authority in Ireland for the degrees, diplomas and certificates obtainable in the other institutions.

That, then, is the broad structure of Higher Education in Ireland.

The various institutions are to a greater or lesser extent autonomous and one might therefore think that the involvement of the State in Higher Education is minimal ; that it is simply a question of the State handing out large sums of money and letting the institutions get on with the job. In a sense this is what does happen through various mechanisms. In another sense, however, that approach is to understate completely the role played by Government and its Departments in Higher Education. To put it at its most basic : all the institutions are dependent on the State for the bulk of their financial resources and the vast majority of them for their creation.

One of the earliest interventions by the State in Higher Education in Ireland was the granting by Queen Elizabeth I of a charter to Trinity

College Dublin in 1592. Earlier attempts by Church and State dating back to the early fourteenth century, had proved unsuccessful. Trinity College had been set up primarily for the purpose of providing an educated clergy for the Protestant Church. Maynooth College was founded by Act of Parliament in 1795 for the education of priests for the Catholic Church in Ireland. Thereafter a perusal of the role of Government in higher education brings to light many notable names of history. Sir Robert Peel's Government produced the Queen's Colleges scheme in 1845 ; Gladstone, as Liberal Prime Minister, attempted in 1873 to resolve the thorny problem of university education in Ireland but opposition to his Bill was such that it never passed into law ; Disraeli's University Act of 1879 set up the Royal University from which Catholics could obtain a degree without attendance at either Trinity College or at Queen's College. The year 1901 brought a Royal Commission on "higher, general and technical education" in Ireland and when this failed, another Royal Commission was set up in 1906 to examine the place of Trinity College and the University of Dublin in higher education and how their usefulness might be increased. The Irish Universities Act of 1908 established the university structure as we know it to-day with St. Patrick's College Maynooth becoming a recognised college of the National University of Ireland in 1910. The basic law for the financing of university education by the State is that Act of 1908, amended in a number of minor respects by the University Acts of 1926, 1929 and 1934. In the Universities Acts of 1908 the Government committed itself for the first time to pay regularly a certain sum of money to the universities either in the form of capital or recurrent grants. These grants are provided from the annual sums voted by Parliament for the Department of Education and the Department of Agriculture.

After 1908 there followed a period of relative inactivity on the part of the State in the Higher Education area with the exception of the University Acts mentioned above. The Second World War and the post-war depression did little to encourage activity or innovation. In 1960 the Government considered that a major examination of Higher Education, including universities, professional and technological education was required. The Minister for Education appointed the Commission on Higher Education to report to him on these matters and to make recommendations for the future. The Commission spent a long time at its deliberations - seven years in fact - but one of its recommendations, which was implemented, changed significantly the role of the Department of Education vis-a-vis Higher Education. It was arising out of the Commission's recommendations that the Higher Education Authority (H.E.A.) was set up, firstly as an ad hoc, autonomous body in 1968 and later as a statutory body under the terms of the Higher Education Authority Act, 1971. Its specific functions include (1) the allocation of a block grant from the State amongst the Universities and other designated institutions and (2) advising the Minister for Education on the need for new institutions, their nature and form, as well as legislative measures required for their establishment.

The Higher Education Authority is not a State organisation although it is fully financed by the State and members of the Authority are appointed by the Government. It is what is described in Ireland as a "semi-State body". In effect that means that it is one remove from the arm of the State - in this case the Department of Education. Thus the Higher Education Authority is interposed between the Department and those institutions, university and other designated institutions, with which it is associated. This fact has obvious implications for the Department of Education in its dealings with those institutions and therefore in its involvement in Higher Education. The Department deals now with one Body only - the H.E.A. and has relatively little direct contact with the institutions, particularly the universities. There are advantages and disadvantages in this arrangement. The financial estimates for the various designated

institutions are prepared by the H.E.A. The moneys approved by the Government and the Parliament for Higher Education are dispersed by the H.E.A. to the universities and designated institutions on the basis that it has determined, following discussion with the institutions.

The designated Higher Education teaching institutions associated with the Higher Education Authority are : the universities, St. Patrick's Maynooth, the National Institutes of Higher Education, the National College of Art and Design and Thomond College. The Royal College of Surgeons is privately funded but is also a designated institution although it receives only a token amount in grants.

In 1966 the Government through its agents, the Department of Education, decided that there was need for a new type of institution to provide courses at both second and third level particularly in the technician/technological field. Out of this need was born the concept of the Regional Technical College. The Colleges provide third level education mainly in technical subjects, technician courses, mainly to certificate and diploma level but with some degree courses. They are run by Boards of Management appointed by the Minister for Education and their budgets are determined by the Department. The Higher Education Authority is not involved in the payment of any moneys to the R.T.C.'s. It will be clearly seen from those facts that the State's involvement with the Regional Technical Colleges is much more direct than with the universities.

In 1968 the Government decided to establish a third-level Institution in Limerick. In determining the precise nature of the institution it enlisted the aid of the Higher Education Authority. What finally emerged from this in 1975 was the National Institute for Higher Education, Limerick. This institution provides courses oriented towards technology, applied science and practical business methods. Degree, diploma and certificate courses are available there but the emphasis is very much on degree courses. Established on an ad hoc basis in 1975, it became a statutory body with the passing of the National Institute for Higher Education Limerick Act 1980. Thus, although it is a designated institution of the H.E.A. it is governed by that Act. A similar situation obtains in the case of its sister institution in Dublin which was also established on a statutory basis in 1980.

With the development of third-level education in the non-university sector in the late 1960's and early 1970's the need for a national accreditation system for awards in such institutions was recognised. The Higher Education Authority was requested in December 1968, to investigate the question of establishing a body which would award national qualifications at technician and technological level. The National Council for Educational Awards was established for the purpose in April 1972. This is a good example of the development of the system whereby the State operates at one remove from the investigative process. In this case the need for a national body was seen, the Higher Education Authority was asked to undertake the task of examining and reporting and thereafter the necessary decisions were taken by the State.

Major State involvement was again in evidence in 1974 when at the end of that year, the Government announced wide-ranging proposals for Higher Education. These included a reconstitution of the National University of Ireland. This latter proposal required, not just Government involvement in a legislative process but an amendment of the constitution and for that reason a national referendum. This referendum held in 1979 has paved the way for the necessary legislation to dissolve the National University of Ireland and establish its constituent Colleges as independent universities. The legislation is being prepared at present.

The decision by the Government in the early 1970's to extend the course of training for primary teachers from one of two years to a three year degree course brought about the affiliation of the Colleges of Education to the universities. Some degrees are awarded by Trinity College and others by the N.U.I. In relation to the Colleges of Education, the State has extensive powers. The Colleges are private institutions but the Minister for Education determines, for example, the numbers to be admitted, participates in the selection of candidates, approves the salaries of the staff and determines fees payable by the students.

As stated earlier, Higher Education is provided also in certain colleges run by the Vocational Education Committees in Dublin, Cork and Limerick. These committees are Local Authority bodies but receive the bulk of their income from central funds. They are concerned mainly with second-level schools and apprentice courses but the ones referred to here provide higher technological courses at certificate, diploma and degree level. The Vocational Education Committees are statutory bodies and receive their central funding directly from the Department of Education. As in the case of the Regional Technical Colleges, therefore, State involvement in this particular area of higher education is of a direct nature.

In 1971 the National College of Art and Design Act established that institution on a statutory basis. In 1973 a National College of Physical Education was established on the same site as the N.I.H.E. in Limerick. Its functions were later widened to include the training of teachers in woodwork, metalwork and rural science. It, too, was first established on an ad hoc basis and later on a statutory basis by the Thomond College of Education Act, 1980. Both of these institutions are designated institutions of the H.E.A. and therefore receive their funds from the Authority. There is another institution of higher education - the Dublin Institute for Advanced Studies - which has not been referred to up to now. That is because it is not a teaching body - it deals essentially in research although it does have a statutory duty in the training of young persons in research. It has three constituent schools - those of Celtic Studies, Cosmic Physics and Theoretical Physics. In the case of this institution which was set up by the Institute for Advanced Studies Act, 1940, it is the State which establishes its constituent schools, prescribes the functions and duties of the schools, decides the numbers, salaries and conditions of service of the staff, makes appointments to senior professorships, provides grants towards the cost of the Institute and its schools and requires the submission of annual reports and accounts. These powers and functions are usually exercised by the Minister for Education, with the concurrence of the Minister for Finance or of the Minister for the Public Service, but some of them are exercised by the Government and some by the President on the advice of the Government. There is, however, no interference in any way by the State in the research activities of the Institute and complete academic freedom exists there.

The Honourable Society of Kings Inns regulates entry to the profession of barrister. The Society relies to a great extent on the University law faculties for the provision of basic degree courses, followed by a professional training course run by the Society itself. The same applies to the Incorporated Law Society of Ireland which exercises powers and functions in relation to the education and training of solicitors. In neither case is there any great involvement of the State and no grants are paid to these bodies by the State. The Incorporated Law Society of Ireland must have regard to the terms of the Solicitors Act, 1954, which contains the statutory requirements for admission as solicitor. That Act is administered by the Department of Justice.

This paper has dealt up to now with the involvement of the State in higher education in so far as it concerns the various types of institution. There is also the very important question of direct grants to students. The Higher Education Grants Scheme is operated on a means test and having regard to academic attainment. It is operated by the Local Authorities throughout the country and these Local Authorities are recouped by Central Government. The conditions of the scheme such as income eligibility limits, academic requirements and amounts of the grants to be paid are all determined by the Minister for Education with the concurrence of the Minister for Finance.

The question arises from time to time of the extent to which higher education should be geared to the economic, specifically manpower, needs of the country. It is accepted, of course, that the purpose of education is the overall development of the person's personality in order that he may live a full life and in this way to provide a better human society. There is no question, however, but that an integral part of that life must be the ability to earn one's living. There is also no doubt that the vast majority of students see higher education as a means towards earning a living and of making life economically more viable for themselves. The State, too, must have a view of higher education which takes cognisance of the economic good of the country and its manpower requirements. There is little point, for example, in producing nothing but Arts graduates if the country needs electronic engineers. As the great technological advances of the sixties and seventies bacame apparent, it was obvious that aneed existed for higher education of a technical/technological nature. This was the reason for the creation of the new type of institutions mentioned earlier. This aspect of manpower requirements is very important and draws the State more into contact with the higher education institutions on whom one has to rely to make available suitably qualified personnel. Two particular, and contrasting, examples of this type of activity occurred in Ireland in the last few years. It had become apparent to many, not least the Departments of Health and Education, that Irish institutions were producing too many medical doctors in terms of the numbers Irish society could absorb and those who could find work abroad. This problem was examined by the Higher Education Authority who recommended certain maximum intake figures into first year medical school. The Authority sought and obtained the agreement of the Ministers for Health and Education to their recommendations. The intake of medical students is now being cut back in line with the recommendations made by the H.E.A. and approved by the Ministers. On the other hand, some years ago, the National Manpower Consultative Committee identified a problem in relation to the supply of technician and graduate engineers. Projected figures over this decade indicated a severe shortage of these skilled personnels. Consultations between the appropriate Government Departments, the Higher Education Authority and the institutions of higher education, university and non-university, resulted in a number of special courses being established. These included adaptation courses which could quickly produce at least some of the personnel required in the short-term. As a result of these and other longer term proposals in engineering, the position is that by the end of this decade we will have doubled the output of engineering graduates and are already within sight of balancing the supply and demand position in the field of graduate engineering. These examples are good demonstrations of how the State and the institutions may work together to achieve a particular end.

What this paper has outlined is, in effect, a brief, very abridged history of the development of higher education in Ireland. This approach was taken because it shows more than anything else that the State has had a long history of involvement in higher education in Ireland. This is, perhaps, a truism because

it is only the State which can make the kind of decisions that were made and enshrine them in legislation. It is only the State that can provide the funds for the huge strides made in the development of Higher Education in Ireland over the last 15 years or so. Nevertheless, it is worhtwhile to set down these matters to indicate the initiatives taken by the State in matters of higher education over the years and in this way to give a picture of overall State involvement.

It is often difficult to speak of State "involvement" in education without being accused of advocating State "interference" in education. This in turn raises the issues of "autonomy" and "academic freedom". Emotive arguments on such issues often cloud the real facts. It is a fact, for example, that more than 85% of university income and a much higher proportion of the income of most other institutions comes from State grants. The staff of the institutions are in the public sector and their salaries are determined in effect by the Government through the appropriate State Departments acting as the "official side" in the various salary regulating machineries available to them. The amount of the State grants to Higher Education will, by and large, determine what an institution can afford to do in terms of courses, number of staff etc. This will also determine the amount of the fee to be charged to students in order to make up the shortfall between expenditure and income from the State. De facto, therefore, much of what can be done in Higher Education involves the State because it is the State which provides the funds. It is not, however, a matter of "he who pays the piper calls the tune". The State has always respected the autonomy of the Higher Education institutions and the time-honoured concept of academic freedom. What is required, and,what has been achieved for the most part, is a spirit of close co-operation between the Government on the one hand (usually represented by the Department of Education) and the Higher Education Authority and the various institutions on the other hand. Such close co-operation can achieve results which are consistent with the economic and other aims of the State while accepting the concepts of academic freedom and autonomy.

In December 1980, a White Paper on Educational Development was published by the Government. Its purpose was stated to be "to set out the lines for future education in Ireland". In his introduction the Minister for Education, Mr. John P. Wilson, T.D., neatly captured the sense of delicate relationship that exists between the State and other bodies in the field of education generally when he said :

> "such indication of Government thinking need not at all inhibit wide-ranging discussion since it is nowise intended that the proposals of this White Paper be regarded as rigid or inflexible".

The Minister saw fit to put that particular sentence in capital letters. It was a clear statement to the effect that the State has a legitimate involvement in education and has its own ideas of where we should go but, at the same time, it acknowledges that other voices, too, must be heard and heeded. That, more than anything, summarises the involvement of the State in education, and particularly in higher education in Ireland.

# X. HIGHER EDUCATION AND THE ROLE OF THE HIGHER EDUCATION AUTHORITY

BY CAITRIONA DOONEY, SENIOR EXECUTIVE OFFICER / HIGHER EDUCATION AUTHORITY

## I. INTRODUCTION

Dramatic changes have occurred within the Irish Higher Education system over the last 15 years.

First of all, student numbers have doubled. In 1965/66 there were 20,700 students in Higher Education institutions. By 1980/81 the figure was 41,500. The age-structure of the Irish population is unique in Europe : 50% are under 25 years old, and in a recent Government White Paper on Educational Development it was anticipated that student numbers would continue to grow until the end of this century, passing the 51,000 mark by 1990. This would be regarded as a conservative estimate in many quarters and a more recent estimate gives 55,000 as the official projection.

A second major change has been in the distribution of students among different third-level sectors. In the mid-sixties virtually all higher education places were in universities and teacher training colleges. However, only 40% of the 20,000 additional places provided by 1980 were in the university sector. Existing Technological Colleges and the nine new Regional Technical Colleges accounted for 50% and the remaining 10% of places were in the new National Institutes for Higher Education and the Teacher Training Colleges. Indications are that new entrants to university and technological colleges are now roughly equal.

This massive and continuing expansion comes at a time of great financial stringency and third-level colleges have responded very positively to the tremendous challenge this poses. It is against this background of significant increases in student numbers and scarce resources that Irish higher education today must be viewed.

## 2. THE HIGHER EDUCATION AUTHORITY (HEA)

One of the recommendations of the Commission on Higher Education, which was established in 1960 to investigate Higher Education provision, was the establishment of a permanent planning and budgetary body for Higher Education. As a result the Higher Education Authority (HEA) was set up as an ad hoc body in 1968. It was given statutory status in the Higher Education Authority Act of 1971.

The HEA is a body corporate, comprising a chairman and not more than 19 members, all of whom are appointed by the Government on the recommendation of the Minister for Education. At least seven of these members are academic members and at least seven are other than academic members. The chairman of the HEA is appointed by the Government and to date all of three holders of the office have been on a whole-time basis.

## 3. FUNCTIONS OF THE HIGHER EDUCATION AUTHORITY

The HEA has advisory functions in relation to the whole of Higher Education. It is also directly concerned with the funding and planning of institutions providing over sixty percent of student places, some of which are non university institutions.

The general functions of the HEA are :

- furthering the development of Higher Education ;
- assisting in the co-ordination of State investment in Higher Education and preparing proposals for such investment ;
- promoting an appreciation of the value of Higher Education and research ;
- promoting the attainment of equality of opportunity in Higher Education ;
- promoting the democratisation of the structure of Higher Education.

The specific functions assigned to the HEA under its Act include :

- advising the Minister for Education on the need for new institutions, their nature and form and the legislative measures required for their establishment ;
- maintaining a continuous review of the demand and need for Higher Education ;
- recommending the overall provision of student places to be made within the Higher Education system ;
- financial planning ;
- initiating and conducting research on such problems of Higher Education and research as it considers appropriate.

To carry out its functions, the HEA works through four standing committees :

- Finance Committee ;
- Education and Research Committee ;
- Physical Development Committee ;
- Development and Promotion Committee.

It also establishes as necessary advisory groups and working parties on particular issues (e.g. Computer Services, Library Services, Labour Market Trends, Biotechnology Development).

In the course of its work the HEA has advised the government on issues such as the establishment of the National Council for Educational Awards, the founding of the National Institutes for Higher Education, the re-organisation of the universities, teacher training and numbers of entrants to medical schools. Its publications include reports on student performance in university, estimates of future demand for third-level education and detailed studies of the background of new entrants to Higher Education as a basis for the planning of new third-level colleges. It also publishes an annual financial and statistical report and a regular newsletter covering all Higher Education sectors.

It can be seen therefore that the HEA exercises a co-ordinating influence across the whole structure of Higher Education.

In addition to its broad advisory role in relation to the whole of the Higher Education system, the HEA has a particular responsibility for the funding of the university colleges, the National Institutes for Higher Education at Limerick and Dublin, Thomond College of Education (a teacher-training college specializing in physical education and technical subjects), the National College of Art and Design and a small number of other institutions. Regional Technical Colleges and Colleges of Technology are funded through local Vocational Education Committees, while Teacher Training Colleges (with the exception of Thomond College) are funded directly by the Department of Education.

Each year institutions funded by the HEA submit details of their financial requirements for current and capital purposes for the following year. The HEA considers these estimates and makes recommendations to the Minister for Education. When the overall amount to be provided is decided upon by the Government, the HEA decides the allocation to be made for each college within the overall sum.

## 4. THE UNIVERSITIES

There are two universities in the State.

a. The National University of Ireland (NUI) has constituent colleges at Dublin, Cork, and Galway and it has six recognised colleges, each of which is linked to one of the constituent colleges. Constituent colleges lay down their own programmes and carry out their own examinations subject to the overall authority of the NUI. Recognised colleges plan their programmes and examinations with the advice of academic personnel in the constituent college to which they are linked.

b. The University of Dublin has only one constituent college - Trinity College, Dublin. This University also has a number of associated colleges.

The constituent colleges are the teaching and research organs of the universities and are for most purposes autonomous. The Governing Body of each college is the main legislative body and each college controls its own finances and developments and owns its buildings and equipment. The final decision on appointments to professorships and statutory lectureships, the award of degrees and the supervision of courses rests with the University.

Government proposals for the reorganisation of Higher Education envisage that the NUI should be dissolved and that its three constituent colleges and St. Patrick's College, Maynooth, should become independent universities. It is difficult to say, however, when these proposed changes will be implemented.

The university colleges provide courses in a wide range of disciplines, many of which are strongly 'applied' in character. Vocationally oriented courses such as Medicine, Law, Engineering, Commerce, have always featured strongly in the life of these colleges and in more recent times they have responded swiftly to the increasing demands for qualified technological personnel. At present sixty per cent of all Irish third-level students are in the university sector, but with the development of short-cycle higher education this is changing. Applications for places exceed their availablility and, with the present demographic pattern, numbers in Higher Education in Ireland will almost certainly continue to grow until the end of the century. Even for Irish students there are limits on admission to many courses and eligibility is determined by a 'points' system which allocates points or marks for levels of performance in the Leaving Certificate. In addition, special weightings may be attached to particular subjects for entry to particular faculties. The points system varies not only from one year to another but also from college to college and indeed from one discipline to another. Foreign students seeking admission to courses in Irish university colleges are therefore assessed on an individual basis, the basis criterion being ability to complete the course for which they have applied. In the restricted faculties, a quota of places is generally set for foreign students. Again, the number of places thus allocated varies by faculty and by College.

The University Colleges are also involved in the provision of adult education through schemes for mature students, degree courses on a part-time basis and extra-mural courses in a broad range of subjects. They send consultants and advisory staff to institutions in third-world countries thrpugh agencies such as Higher Education for Development Co-Operation (HEDCO) and co-operate with the Department of Foreign Affairs in the provision of specialized post-graduate courses for students from developing countries. University staff is involved in international academic affairs, conferences, research programmes, staff exchange, extern examinations and so on, thus continually broadening their experience.

Approximately 85% of recurrent expenditure for the colleges comes from the State, the remainder being derived from tuition fees and other minor sources. Tuition fees are the same for EEC nationals as they are for Irish students.

## 5. THE NATIONAL INSTITUTES FOR HIGHER EDUCATION

One of the results of the expansion of higher education has been the establishment of new types of third-level institutions.

In 1969, the HEA recommended the setting up of a college of Higher Education in Limerick whose work would be based primarily on a technological content but with a significant element of the humanities. This recommendation was accepted and the National Institute for Higher Education, Limerick, received its first students in 1972. The Institute provides national and regional education oriented towards applied science and practical business methods and it works on the credit-module rather than on the traditional course system.

A second National Institute for Higher Education was established in Dublin in 1975 and its first students were admitted in 1980. In addition to providing a wide range of courses at varying levels, the Institute is piloting a 'distance learning' programme unique in the Irish situation.

The degree-awarding body for both these Institutes is the National Council for Educational Awards (NCEA).

Admission procedures for these colleges are broadly similar to those for the University colleges. Again, for foreign students each application is individually assessed, the final decision on acceptance resting with the college.

## 6. CENTRAL APPLICATIONS OFFICE (CAO)

Applications for entry to courses in the University Colleges, NIHEs, Thomond College, National College of Art and Design and to degree courses in the colleges of the Dublin Institute of Technology are processed through the Central Applications Office (CAO).

The CAO was founded in 1976 to provide information for intending students and to process applications for entry to undergraduate degree and diploma courses. The applicant completes only one application form in order to apply for a place in all the colleges affiliated to the CAO. A total of ten courses may be chosen in order of preference and in any combination of colleges.

## 7. POSTGRADUATE EDUCATION

Opportunities for postgraduate education are provided in all the National Institutes for Higher Education. Several other institutions provide postgraduate training in specialized areas. A postgraduate qualification may be obtained through course work, research or by a combination of the two.

In the case of postgraduate studies, students apply directly to the institution at which they intend to study and the qualifications for acceptance will vary considerably. As a general rule only high honours standard primary degree holders will be permitted to study for a Doctorate or for a Masters Degree by research and in some cases intending students may have to pass a qualifying examination. The final decision on acceptance rests with the college.

## 8. CONCLUSION

The Irish Higher Education system has developed along two generally, but not completely, separate lines. This overview has mainly dealt with the university system. Technological provisions will be treated hereafter. Through the Higher Education Authority, there is however considerable co-ordination of the various types of Higher Education institutions and there is no simple line of division between technological and non-technological Higher Education.

# XI. THIRD LEVEL EDUCATION OUTSIDE THE UNIVERSITIES

BY T. O GILIN, PRINCIPAL OFFICER

## INTRODUCTION

Ireland is a small country and therefore, as one might expect, its range of Higher Education institutions is not so large as to produce difficulties in grasping the pattern of provision. Nevertheless, there is sufficient diversity to make it wothwhile to sift out the different institutions and their functions carefully.

The present remarks relate to those third-level institutions which are outside the Universities. As stated in the precedent contribution, the Higher Education Authority is the statutory body which allocates State grants to universities and other designated institutions of third-level education and which has functions in relation to the development of third-level education generally. The field of "other designated institutions", that is, other than universities, does not however cover the whole area of third-level education. There are also third-level institutions which are not "designated" in relation to the Higher Education Authority.

## A. DESIGNATED INSTITUTIONS

This can be made clearer by looking first of all at the institutions which are not universities but are designated for purposes of the Higher Education Act. These comprise :

a. the two National Institutes for Higher Education at Limerick and Dublin, respectively ;
b. the Thomond College of Education at Limerick ;
c. the National College of Art and Design at Dublin.

The National Council for Educational Awards (cf. following contribution) is itself a designated institution for purposes of the Act. It is clearly in a category of its own in that it is an awarding body for degrees, diplomas, certificates and other qualifications but does not itself conduct courses or enrol students.

### National Institutes of Higher Education

The two National Institutes of Higher Education have been established as statutory bodies as a result of legislation passed in 1980. The Limerick Institute opened its doors to students in 1972, a Government decision to set up the Institute having been taken four years earlier. Prior to that, there had been a public campaign for a number of years seeking the establishment of a university in Limerick. In the 1960s, the impetus of Shannon Free Airport had let to the development of an industrial base in the Limerick region and the Government decided that what was required in Limerick was not another college on traditional university lines but a new institution which would provide Higher Education consistent with industrial and technological development and which would, in doing so, serve both regional and national needs. At present, there are over 3,000 students enrolled, of whom 1,600 are full-time students. A second stage of building is in progress which, when completed, will bring capacity to 2,500 in equivalent whole-time student numbers. The Institute is composed of three constituent Colleges, namely, Engineering and Science, Business Studies and Humanities. Programmes are offered at degree and diploma level and, occasionally, at certificate level and postgraduate programmes are being developed.

The National Institute for Higher Education in Dublin was set up in 1975 and enrolled its first students in 1980. There are already approximately 550 students enrolled. As in the case of the Limerick Institute, the establishment of the Dublin Institute was in response to certain articulated needs. The Dublin City colleges of technology, of which more later had, at the end of the 1960s, grown to a point where a proposal had been made for the integration of most of the colleges' third level courses in a new college at Ballymun on the north of the city. Here again, as in the case of Limerick, the Government decided that the needs of industrial and technological growth demanded the establishment of an institution of higher education which would have both national and regional functions. The first phase of building was completed in 1981 with the building of a College of Commerce. The Institute's programmes at degree and diploma level are therefore most strongly represented in the business studies area but courses have also been instituted in analytical science and electronic engineering. A second phase of building is planned to provide for an engineering and science college.

Thomond College of Education

Thomond College of Education, which is situated beside the National Institute of Higher Education in Limerick, is the sole college devoted to the training of specialist teachers, apart from the two small colleges of home economics which will be mentioned later. The college incorporates the former National College of Physical Education set up in 1973. This latter college had been established to provide teachers for the second-level schools where the place of physical education in the curriculum had received new emphasis. Teacher training in Ireland has, historically, taken place in three main areas. First of all, primary school teachers have been trained in several long-established colleges of education. Secondly, graduate teachers of academic subjects have qualified through university diplomas in education. The third area is that of various specialisms. Upon the setting-up of the National College of Physical Education, it was decided that this college should be expanded to provide for the training of specialist teachers of woodwork, metalwork and rural science in lieu of the existing ad hoc courses for these disciplines. The expanded college, providing for the four areas of physical education, woodwork and building science, metalwork and engineering science and general and rural science, came into operation in 1980 as Thomond College of Education. There are at present about 420 students on rolls. Specialisms not included in the Thomond programme are art and design, music and home economics.

National College of Art and Design

A school of art which had existed in Dublin since 1746 was constituted under the Department of Education in 1924 as the National College of Art. This college was reconstituted as an independent statutory body in 1971 with the title National College of Art and Design. The College, which includes in its courses a substantial provision for design programmes, comprises faculties of design, fine art, history of art and education. The main courses are at degree level. There are some 600 students on rolls.

B. NON-DESIGNATED INSTITUTIONS

It is now time to turn to the higher education institutions outside the ambit of the Higher Education Authority. Principally, there are two groups of very similar institutions :

a. the colleges of technology, and
b. the regional technical colleges.

Until relatively recently, Ireland was weak in the area of technical education. The vocational schools provided continuation education after primary school with pupils working towards the Group Certificate two years after entry at the age of 14 years. This Certificate was awarded in a number of subject groupings, these being predominantly subjects of a practical nature. The vocational schools also provided technical education in a limited way. For the most part, this consisted of day release courses at urban centres for craft apprentices, principally in the mechanical engineering and motor engineering trades. Facilities for other trades were available in Cork, Limerick, Waterford, Drogheda and a few other centres. Only in Dublin was the full range of trade courses available. In Dublin also, a limited range of professional courses was provided. Outside this, full-time education for industry and commerce was provided at university level in the various graduate courses in engineering, science and commerce. From the point of view of a modern economy, several things required to be done. Firstly, provision needed to be made for the training of technicians and higher technicians. Secondly, the range of technological courses needed to be enlarged. Thirdly, apprenticeship arrangements needed to be systematised and developed.

In order to meet these needs, four important developments took place : firstly the Dublin colleges, which were already providing a measure of technical education, underwent major development : this development gives us the first of the two groups of institution already mentioned as not being designated under the Higher Education Authority : the colleges of technology group. Secondly, a Government decision was taken in 1966 to supply for the deficiency in technical education outside Dublin by the setting up of regional technical colleges at a number of centres throughout the country. Thirdly, the National Institutes for Higher Education were established. And fourthly, the system of craft apprenticeship was modernised.

Regional Technical Colleges

Although the Dublin colleges of technology predated the regional technical college system, the latter was more formally planned and the colleges of technology can better be understood in comparision with that system. Both the regional technical colleges and the colleges of technology functions as institutions of technical education under the Vocational Education Act, 1930.

The decision in 1966 was to set up nine regional technical colleges at Cork, Limerick and Waterford, in the south, Carlow and Dundalk in the east, Athlone in the midlands, Galway and Sligo in the west and Letterkenny in the north. Subsequently, it was decided that the college in Limerick would not be a regional technical college in view of the imminent establishment in that city of the first National Institute for Higher Education. The Cork college was to replace the Crawford Municipal Technical Institute there. The colleges in Waterford, Carlow, Dundalk, Athlone, Galway, Sligo and Letterkenny were provided in 1970, that in Cork in 1974 and a senior technical college in Limerick in 1975. A ninth regional technical college was set up in Tralee, Co. Kerry, in 1977.

Prior to the architectural planning of these colleges, a steering committee reported to the Minister for Education in regard to the provision which should be made in them. This committee in its report stated : "the main long-term function of the Colleges will be to educate for trade and industry over a broad spectrum of occupations ranging from craft to professional level, notably in engineering and science but also in commercial, linguistic and other specialities. They will, however, be more immediately concerned with providing courses aimed at filling gaps in the industrial manpower structure, particular-

ly in the technician area". The development of the colleges has followed the lines of the steering committee's report closely. The bulk of the provision in the colleges has been for two-year full-time technician courses leading to the award of the National Certificate of the National Council for Educational Awards (N.C.E.A.) and for three-year full-time higher technician courses leading to the award of the National Diploma of the N.C.E.A. The second major activity of the colleges is in the provision of the educational comonent of the training of apprentices. This is done for the most part in block release and day release courses. In addition, the colleges provide courses at professional level for many of the different professional bodies in the country. Many of these courses are on a part-time day or evening basis.

The colleges are divided into the three principal schools of engineering, science and business studies. Small departments of art and design are also found in most colleges. Hotel and catering studies are a major department in the Galway College and there are smaller hotel and catering units in four other colleges. Computer studies, variously found in the schools of science or business studies, have developed strongly in the last couple of years. In the engineering schools, civil and construction engineering is the area with the largest number of students but both mechanical and electronic engineering have been growing rapidly in the past few years. Most apprenticeship courses are attached to the engineering schools. Most students of business studies follow the two-year National Certificate or three-year National Diploma courses. In Science the courses most in evidence are those in Applied Chemistry and Applied Biology. The hotel and catering departments provide for craft trainees with management courses in the large centre in the Galway College. Art and design courses are predominantly in the different areas of design having regard to the manifold needs of industrial and commercial design.

Colleges of Technology

Turning to the Dublin Colleges of Technology, these have been pursuing a line of rapid development over the past two decades. They are broadly comparable to the regional technical colleges in that they provide principally "for trade and industry over a broad spectrum of occupations ranging from craft to professional level". This phrase was used by the steering committee on regional technical colleges but it is true in relation to the Dublin Colleges of Technology also. The differences between the colleges of technology and the regional technical colleges can be listed as follows :

a. While each of the regional technical colleges covers the principal schools of engineering, science and business studies, each of the six Dublin colleges specialises in particular areas - what the Dublin city vocational education committee, which manages the colleges, refers to as "centres of excellence".
   Thus, the College of Technology, Kevin Street, provides courses in electrical and electronic engineering, science and paramedical studies ;

   The College of Technology, Bolton Street, provides courses in engineering, particularly for the building industry, architecture and surveying ;

   The College of Commerce, Rathmines, provides for business studies, management studies and journalism ;

   The College of Marketing and Design, Parnell Square, provides marketing, distribution and design courses ;

   The College of Catering, Cathal Brugha Street, provides courses in hotel and catering studies and child care ;

Finally, the College of Music, Chatham Row.

b. The Dublin Colleges have developed a number of courses at degree level, these degrees being awarded by the University of Dublin (Trinity College).

c. A greater proportion of the courses in these colleges is at higher technical level.

The colleges of technology group also include a college at Limerick, the Cork schools of art and music and the Limerick school of music. As mentioned earlier, it was decided not to go ahead with a regional technical college in Limerick because of the proposal to set up nearby the National Institute of Higher Education. Instead, a senior technical college was built providing for engineering and science courses and originally intended to be for craft level only. This college, together with the already existing School of Art and School of Management Studies, now forms the Limerick College of Art, Commerce and Technology. A small School of Music under the Vocational Education Committee reamins outside this. In Cork, likewise, the School of Art and the School of Music under the Vocational Education Committee have continued independently of the regional technical college.

Home Economics Colleges

Finally, there are two small colleges for training teachers of home economics, one, St. Catherine's, Sion Hill, in Dublin, the other, St. Angela's, in Sligo. These colleges have their qualifications awarded degree status by Trinity College Dublin and by University College Galway, respectively. It will be recalled that the Thomond College of Education provides for specialist teachers in areas other than home economics, art and music. Home economics teachers are thus provided for in the two colleges mentioned, art teachers in the National College of Art and Design in Dublin and the Schools of Art in Cork and Limerick, music teachers through the universities and through the College of Music in Dublin, the Schools of Music in Cork and Limerick and the Royal Irish Academy of Music, a private college in Dublin.

Agricultural Education

It should be mentioned also that agricultural education proper comes within the ambit of the Department of Agriculture. The Council for Development in Agriculture, known as ACOT, was established by statute in 1979 with responsibility for providing for education, training and advice in agriculture. Agricultural studies at graduate level are pursued in the faculty of Agriculture at U.C.D. and the faculty of Dairy Science at U.C.C. Below this level ACOT conducts or assists private agencies in conducting some eleven agricultural colleges, three horticultural colleges and six rural home economics colleges where one and two-year courses are provided. There is a total of over 1300 students. Agricultural studies related more directly to laboratory and factory-based occupations are provided in the regional technical colleges such as agricultural machinery, agribusiness, food science.

Apprenticeship

Before referring to likely further developments, mention should be made of apprenticeship arrangements which were stated earlier in this paper to have been one of a number of measures necessary to modernising provision for technical education. In 1959 a National Apprenticeship Board was established under the aegis of the Department of Industry and Commerce. The rules of the Board provided for the setting up of national apprenticeship committees for the different trades and prescribed conditions in regard to age of entry,

educational qualifications, training and so on. Later, in 1967, the Industrial Training Authority - knwon as AnCo - was established by statute, taking over the functions of the National Apprenticeship Board and having responsibility to promote and provide training for industry and commerce generally. Since 1966, the total number of apprentices for whom AnCo has responsibility has grown from 10,000 to over 21,000. Of this latter figure, approximately 13,000 are attending day release or block release courses in regional technical colleges and colleges of technology as the educational component of their training programmes.

## Cost

The development sketched in this paper did not happen without considerable demand on the State's financial resources. In this regard, the Department is grateful for the assistance received from the World Bank and from the European Social Fund. Under a first World Bank Loan in 1971, assistance was made available for the building and equipping of the Cork regional technical college and the Limerick senior technical college. Under the second loan in 1974, the building and equipping of Thomond College of Education, of the College of Commerce for N.I.H.E. Dublin and of the extensions to the regional technical colleges were assisted. Under the heading of assisting in providing for employment, the European Social Fund has been grant aiding courses for first-time job seekers. The three principal programmes which have been receiving this assistance are what is known as the middle technician programme, the joint programme with AnCo for first-year apprentices and the programme for hotel and catering industry trainees. These programmes are conducted in the regional technical colleges and the colleges of technology.

## Developments

At this point it remains only to mention likely further developments. The planning for further phases of building at the two National Institutes for Higher Education has already been adverted to. Planning is in progress for four new regional technical colleges in the greater Dublin area and additional accommodation will be provided at the Dublin City Colleges of Technology. Extensions to most of the regional technical colleges were built over the period 1977 to 1980. There is also the issue of the strong demand from several other regional centres for the provision of similar colleges at those centres. At present, the Department awaits a report in preparation by the Higher Education Authority on the basis of which it is expected that decisions can be taken in relation to further developments.

## SUMMARY

In summary, it could be said that the area of third-level education outside the universities consists of two groups of institution, one of which consists of institutions which, like the universities, are designated for the purposes of the Higher Education Act, the other of which is not so designated. The designated group comprises the National Institutes of Higher Education in Limerick and Dublin, which provide higher technical and technological courses, the National College of Art and Design in Dublin and the Thomond College of Education for specialist teachers. The non-designated group comprises the regional technical colleges and the colleges of technology, providing a range of courses from apprenticeship through technician and higher technician to professional courses for industry and trade and also the training colleges of home economics. Training colleges for primary school teachers, which are third-level institutions, have been referred to in the contribution on primary education.

TABLE 1

FULL-TIME STUDENTS IN THIRD-LEVEL EDUCATION 1979/80

| Type of Institution | NUMBER OF FULL-TIME STUDENTS | | |
|---|---|---|---|
| | Male | Female | Total |
| Universities | 12.638 | 10.305 | 22.943 |
| NIHE. L | 969 | 290 | 1.259 |
| NCAD | 161 | 280 | 441 |
| College of Pharmacy* | 2 | 48 | 50 |
| RCSI | 542 | 190 | 732 |
| Teacher Training -- | | | |
| National | 401 | 2.176 | 2.577 |
| Vocational | 100 | 10 | 110 |
| Domestic Science | -- | 175 | 175 |
| Thomond College | 150 | 95 | 245 |
| Vocational Technological | 2.559 | 1.023 | 3.582 |
| RTC's | 3.265 | 1.680 | 4.945 |
| Other Aided Institutions | 29 | 88 | 117 |
| Other Non-Aided Institutions | 927 | 379 | 1.306 |
| Less students enrolled in more than one Institution : | 71 | 361 | 432 |
| | 21.672 | 16.378 | 38.050 |

TABLE 2

FULL-TIME PUPILS BY TYPE OF COURSE 1976/77-1979/80

| | REGIONAL TECHNICAL COLLEGES | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Third Level | | | | | | | | | | | | | | | | | | | | Second Level | | | | Total | |
| | Engineering | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Civil and Construction | | Mechanical | | Electrical and Electronic | | Other Engineering | | Architecture | | Science | | Business Studies | | Art | | Other | | Total 3rd Level | | Secretariat | | Other | | | |
| | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. |
| 1976-77 (8) | 627 | 19 | 177 | 2 | 330 | 11 | 148 | 4 | -* | -* | 425 | 321 | 577 | 209 | 81 | 147 | 308 | 137 | 2.673 | 850 | - | 343 | 222 | 267 | 2.895 | 1.460 |
| 1977-78 (9) | 594 | 40 | 213 | 3 | 361 | 13 | 177 | 6 | -* | -* | 428 | 380 | 753 | 280 | 98 | 165 | 153 | 89 | 2.777 | 976 | 3 | 322 | 171 | 243 | 2.951 | 1.541 |
| 1978-79 (9) | 637 | 33 | 305 | 8 | 435 | 18 | 182 | 10 | 22 | 1 | 411 | 441 | 750 | 389 | 108 | 184 | 173 | 167 | 3.023 | 1.251 | 3 | 385 | 156 | 172 | 3.182 | 1.808 |
| 1979-80 (9) | 656 | 47 | 327 | 12 | 514 | 26 | 187 | 6 | 5 | 1 | 477 | 540 | 727 | 614 | 100 | 142 | 272 | 292 | 3.265 | 1.680 | - | 232 | 101 | 169 | 3.366 | 2.081 |

TECHNOLOGY COLLEGES

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1976-77 (10)* | 306 | | 60 | | 454 | | - | | -* | | 324 | | 631 | | 240 | | 1.298 | | 3.313 | | - | | 276 | | 3.589 | |
| 1977-78 (9) | 239 | 11 | 248 | 3 | 518 | 6 | - | - | -* | -* | 227 | 156 | 338 | 71 | 165 | 302 | 842 | 308 | 2.577 | 857 | - | - | 104§ | 140§ | 2.681 | 997 |
| 1978-79 (8) | 548 | 35 | 122 | 2 | 374 | 13 | - | - | 349 | 48 | 231 | 191 | 467 | 102 | 158 | 311 | 148 | 266 | 2.397 | 968 | - | 24 | 227§ | 76§ | 2.624 | 1.068 |
| 1979-80 (8) | 253 | 18 | 201 | 5 | 539 | 18 | 74 | - | 452 | 85 | 241 | 267 | 560 | 253 | 170 | 331 | 328 | 142 | 2.818 | 1.119 | - | - | 37b | 74b | 2.855 | 1.193 |

Note 1 : M= Male F = Female

Note 2 : The figures in parentheses refer to the number of colleges involved.

* Data not available.

* Male/Female breakdown not available.

§ These figures are revised versions of previously published figures.

b Dublin Institute of Technology Colleges which previously had second level enrolments, had none in 1979/80.

# XII. THE NATIONAL COUNCIL FOR EDUCATIONAL AWARDS (NCEA)

BY P. MAC DIARMADA, DIRECTOR / NCEA

## 1. ORIGIN

The Council came into existence in 1972 as a non-statutory body set up by the Minister for Education. Its functions were prescribed initially by Ministerial directive and terms of reference were assigned to it. These provided for the evaluation of courses and the granting of Degrees, Diplomas and Certificates in the newly emerging Regional Technical Colleges and in the National Institute for Higher Education at Limerick.

In December 1974 national policy in relation to the National Council for Educational Awards was re-considered by Government. While the Council's role in course evaluation and qualifications was restricted to Diplomas and Certificates, it was given additional responsibilities in relation to the planning and co-ordination of courses in the institutions associated with it.

In 1979, the Council's position in the Higher Educational system was established statutorily by virtue of the National Council for Educational Awards Act, 1979.

Proposals in connection with the establishment of the Council are contained in the following :

- Investment in Education Report (O.E.C.D.) 1965
- Steering Committee Report on Technical Education, 1967
- Report of the Higher Education Authority of March 1969 regarding a Council for National Awards.

## 2. COMPOSITION

2.1 Section 4 of the National Council for Educational Awards Act 1979 specified that the members of the Council shall be a chairman, the Director and twenty-three ordinary members.

2.2 Section 5 of the National Council for Educational Awards Act 1979 sets out the basis for the appointment of the ordinary members :

"The members of the Council, other than the chairman or the Director, shall each be appointed by the Government and of these members :

a. nine shall be appointed on the recommendation of the Minister,
b. two shall be so appointed on the recommendation of the Governing Body of the National Institute for Higher Education, Dublin,
c. two shall be so appointed on the recommendation of the Governing Body of the National Institute for Higher Education, Limerick,
d. two shall be so appointed on the recommendation of the Governing Body of Thomond College of Education, Limerick,
e. one shall be so appointed on the recommendation of Bord an Cholaiste Naisiunta Ealaine is Deartha,
f. four shall be so appointed on the recommendation of the Minister from amongst those who are members of the staff of any university in the State, or any college or institution which is a constituent college of, or is recognised by such a university, being a university, college, or institution standing for the time being designated for the purposes of this section by the Minister, and
g. three shall be so appointed on the recommendation of the Minister from amongst those who are members of the governing or managing body or of

the staff of, or are students at, any institution to which this Act applies".

2.3 The Government appoints the Chairman of the Council in a part-time capacity while the Council has the right to appoint a Deputy Chairman.

2.4 The Council, with the approval of the Minister, appoints the Director, who is the Chief Officer of the Council.

## 3. THE FUNCTIONS OF THE COUNCIL

Section 3 of the National Council for Educational Awards Act 1979 sets down the functions of the Council as follows :

3.1 The functions of the Council shall be generally to encourage, facilitate, promote, co-ordinate and develop technical, industrial, scientific, technological and commercial education, and education in art or design, provided outside the universities, whether professional, vocational or technical, and to encourage and promote liberal education.

3.2 Without prejudice to the generality of subsection 1 of this section, the Council may :

a. confer, grant or give degrees, diplomas, certificates or other educational awards to or on perosns who :
   1. (a) the Council is satisfied have attended or otherwise pursued or followed courses of study or instruction conducted by, or provided under the supervision of, an institution to which this Act applies and which are courses which for the time being stand approved of by the Council, and
      (b) have either :
         (1) attained a standard regarded by the Council as satisfactory in examinations or other tests of knowledge or ability which are either prescribed or set by the Council or for the time being stand so approved of and relate to such courses, or
         (2) performed in a manner regarded by the Council as satisfactory other exercises which both so relate and for the time being stand so approved of,

      or

   2. have either attained a standard regarded by the Council as satisfactory in examinations or other tests of knowledge or ability or have performed other exercises in a manner regarded by the Council as satisfactory and who have carried out, under the supervision of an institution to which this Act applies, and in a manner regarded as satisfactory by the Council, a programme of research approved of by the Council,

b. either recognise a degree, diploma, certificate or other educational award conferred, granted or given to persons who successfully complete such courses, or approve of such course of study or instruction, if it is satisfied that the standard in general of both :
   1. a particular course of study or instruction conducted by, or provided under the supervision of, an institution to which this Act applies and relating to professional, scientific or vocational education (which course may be concerned with liberal arts), and
   2. the examinations or other tests of knowledge or ability conducted in relation to such course,

corresponds or is analogous to any relevant standards for the time being in force in universities,

c. assess the standard maintained for the time being by any institution to which this Act applies as regards any course of study or instruction approved of by the Council,

d. for the purpose of promoting degrees, diplomas, certificates or other educational awards conferred, granted or given by it :
   1. take such steps as it considers appropriate either within or outside the State,
   2. co-ordinate, or assist in co-ordinating, in such manner as it considers appropriate, any two or more such courses of study or instruction conducted by, or provided under the supervision of, one or more instituions to which this Act applies,
   3. for the purpose of enabling them to attend or otherwise pursue or follow any such course, assist the transfer of students from one such institution to another such institution,

e. through an tUdaras advise the Minister in relation to the cost of providing, or continuing to provide, or the financing of any course of study or instruction approved of by the Council or the cost of modifying any course of study or instruction to the extent necessary to secure its approval by the Council.

3.3 a. The Minister may, with the concurrence of the Minister for the Public Service and after consultation with such other Minister of the Government (if any) as the Minister considers to be concerned, by order assign to the Council such functions relating to technical, industrial, scientific, technological or commercial education, or education in art or design, (being functions additional to those assigned by this Act) as the Minister thinks fit.

b. Where an order under this section is proposed to be made, a draft of the order shall be laid before each House of the Oireachtas and the order shall not be made until a resolution approving of the draft has been passed by each such House.

3.4 In performing its functions the Council shall bear constantly in mind the national aims of restoring the Irish language and preserving and developing the national culture and shall endeavour to promote the attainment of those aims.

3.5 a. Any degree, diploma, certificate or other educational award conferred, granted or given to or on a person by the body of persons which, immediately before the commencement of the Act called itself the National Council for Educational Awards, shall, from such commencement be regarded as having been conferred, granted, or given by the Council.

b. Any course of study or instruction conducted by, or provided under the supervision of an institution to which this Act applies and which, immediately before the commencement of this Act, stood approved of by the body of persons referred to in paragraph a. of this subsection shall for the purposes of the Act be regarded as having been approved of by the Council immediately after the commencement of this Act.

3.6 The Council may attach conditions (including conditions requiring arrangements to be made and maintained to enable persons attending or otherwise pursuing or following courses of study or instruction to gain industrial or commercial experience) to any approval or recognition given under this Act, vary such conditions, and withdraw any such approval or recognition.

## 4. COUNCIL'S ORGANISATION AND FUNCTIONING

4.1 To assist it in its work the Council has appointed three Committees, each of which consists of Council members only :

- Course Recognition Committee
- Development Committee
- Finance and Standing Committee.

Broadly, the function of each is set out hereunder :

a. Course Recognition Committee

- To formulate for the consideration and approval of the Council, appropirate criteria and procedures for implementation of the National Council for Educational Awards Act, in the matter of course evaluation and recognition and the grant of awards.
- To maintain a continuing review of such criteria and procedures.
- To consider on behalf of Council, all reports and recommendations from Boards of Studies to Council in the matter of course evaluation and recognition and the grant of awards.

b. Development Committee

- To advise the Council in relation to its role to encourage, facilitate, promote, co-ordinate and develop technical, industrial, scientific, technological and commercial education and education in art and design, provided outside the universities, whether professional, vocational or technical and to encourage and promote liberal education.
- To promote NCEA Awards nationally and internationally.

c. Finance and Standing Committee

- The development of the Council's functions.
- The formulation of Policy for Council adoption.
- The subsequent interpretation of that policy.
- To act for the Council in all matters referred by Council.
- To advise the Council on its own budget, to formulate budgetory proposals and to oversee the financial operations of the Council.
- The general guidance of the Council's liaison with appropriate agencies.

4.2 Boards of Studies

a. The functions of the Boards are set out in Section 9 of the National Council for Educational Awards Act 1979. Their main responsibility is to make recommendations to the Council in matters pertaining to course evaluation and recognition, with particular reference to admission standards, course curriculum and syllabi, resources for courses, staff qualifications and the standards to be applied for the award of degrees, diplomas, certificates or other awards.
Their function and role is not very different from that of a Faculty in a University. Their composition however comprises academics and persons drawn from the 'World of Work'.

b. Assessors

To carry out the detailed evaluation of course submissions and to engage in direct dialogue with the Instituion concerned, the Council appoints specialists and experts drawn from the academic, professional, industrial and commercial sectors.

Number of Assessors :

| Course Areas | | No of Assessors |
|---|---|---|
| Admin. and Secretarial Studies | - | 14 |
| Art and Design | - | 50 |
| Business Studies | - | 35 |
| Computer Studies | - | 20 |
| Construction and Civil Engineering Studies | - | 15 |
| Education Studies | - | 26 |
| General Engineering Studies | - | 29 |
| Hotel, Catering and Tourism Studies | - | 12 |
| Science and Paramedical Studies | - | 66 |
| Social and General Studies | - | 25 |
| TOTAL | - | 292 |

c. Extern Examiners

National Council for Educational Awards are granted by Council on the basis of examinations conducted by the Institutions (in the case of courses approved by Council) but monitored by Extern Examiners appointed by the Council.

The following table indicates the range of Extern Examiners engaged by the Council in 1980/81 :

| Course Areas | | No of Externs |
|---|---|---|
| Administrative and Secretarial Studies | - | 6 |
| Art and Design Studies | - | 35 |
| Business Studies | - | 36 |
| Computer Studies | - | 4 |
| Construction and Civil Engineering Studies | - | 24 |
| Education Studies | - | 14 |
| General Engineering Studies | - | 30 |
| Hotel, Catering and Tourism Studies | - | 7 |
| Science and Paramedical Studies | - | 35 |
| Social and General Studies | - | 14 |
| TOTAL | | 205 |

d. Interaction of Council Elements

In discharging its course-evaluation responsibilites through its Committees, Boards of Studies and Assessors, the Council is concerned with the content of courses, the standards demanded of students, the academic organisation of the institution, the quality of staff and the availablility of facilities

and resources for the conduct of the course. At all times, Council is required by legislation to ensure that the standards attached to a course seeking its approval correspond or are analogous to any relevant standards in force in Universities. Courses are generally approved for a period of three to five years, whereupon they are reviewed once again. All the work of Council and its various agencies is backed up by a full-time Council staff.

## 5. LEVELS OF NATIONAL COUNCIL FOR EDUCATIONAL AWARDS AND NUMBERS GRANTED

5.1 Council grants awards as follows :

a. One-Year Certificate - normally in skills area e.g. office skills.
Admission Requirement - Grade D in 5 subjects of Leaving Certificate.

b. National Certificate - two year full-time course or part-time equivalent.
Admission Requirement - Grade D in 5 subjects of Leaving Certificate.

c. National Diploma

1. A one-year full-time (or part-time equivalent) course.
Admission Requirement - a National Certificate with credit or a Pass National Certificate and One-Year related industrial experience.

or

2. A three-year ab-initio course or part-time equivalent.
Admission Requirement - Grade D in 5 subjects of Leaving Certificate.

d. Primary Degree

Normally 4 years of full-time study or part-time equivalent :
- Bachelor of Arts
- Bachelor of Business Studies
- Bachelor of Science
- Bachelor of Engineering.

Admission Requirement - Grade C in two Higher or Common level papers and Grade D in four other subjects of the Leaving Certificate.

Notes re-Admission Requirements

1. In all cases, a candidate must have passed in Mathematics and a language in the Leaving Certificate Examination.

2. Among the entry equivalences acceptable to Council are :
(a) an approved GCE - five subjects, two subjects at Advanced Level, and
(b) the appropriate second level terminal qualifications and equivalences applicable in the Member States of the European Communities.

e. Graduate Diploma - One-Year full-time course.

Admission Requirement - A Primary Degree in a cognate area.
Recently, the Council has inaugurated the Degree of Master and it will be offered as follows :
- Master of Arts
- Master of Business Studies
- Master of Science
- Master of Engineering.

Admission Requirements
The normal entry requirement is an approved primary degree with 1st or 2nd Class Honours.

Council will consider applications from institutions in respect of individual candidates who :

(a) have passed an approved Master's Degree Qualifying Examination, monitored by the Council and conducted at an institution to which the National Council for Educational Awards Act, 1979 applies ;
(b) hold the Graduate Diploma of the National Council for Educational Awards at Credit or Distinction level in an area of study cognate to the proposed study area, subject to Council approval ;
(c) hold such other qualifications as may from time to time be acceptable to Council for the purposes of proceeding to specific Master's Degrees.

5.2 The following tables set out the range and number of National Council for Educational Awards to date.

National Council for Educational Awards 1972 - 1981

| | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | Cumulative Total 1972-81 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| One-Year Certificate | - | - | - | - | 194 | 310 | 299 | 272 | 222 | 297 | 1,594 |
| National Certificate | 93 | 442 | 610 | 697 | 841 | 1139 | 1129 | 1150 | 1289 | 1438 | 8,828 |
| National Diploma | - | 44 | 226 | 294 | 308 | 443 | 637 | 495 | 604 | 652 | 3,703 |
| Primary Degree | - | - | 4 | 44 | 4 | 3 | 200 | 155 | 167 | 224 | 801 |
| Graduate Diploma | - | - | - | - | - | - | - | - | 102 | 77 | 179 |
| Total No of Awards | 93 | 486 | 840 | 1035 | 1347 | 1895 | 2265 | 2072 | 2384 | 2688 | 15,105 |

Total National Council for Educational Awards by Discipline 1972-1981

| Discipline Areas | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | Cumulative Total 1971-81 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Art and Design | - | - | - | - | 159 | 174 | 222 | 251 | 286 | 342 | 1,434 |
| Business/Social Studies | 25 | 84 | 235 | 254 | 303 | 535 | 686 | 562 | 599 | 634 | 3,917 |
| Science/Paramedical Studies | 26 | 98 | 135 | 182 | 256 | 386 | 508 | 403 | 487 | 487 | 2,968 |
| Engineering/Construction Studies | 42 | 304 | 460 | 524 | 608 | 783 | 761 | 789 | 935 | 1133 | 6,339 |
| Education/General Studies | - | - | 10 | 75 | 21 | 17 | 88 | 67 | 77 | 92 | 447 |
| Total | 93 | 486 | 840 | 1035 | 1347 | 1895 | 2265 | 2072 | 2384 | 2688 | 15,105 |

## 6. INSTITUTIONS ASSOCIATED WITH THE NATIONAL COUNCIL FOR EDUCATIONAL AWARDS

6.1 National Institutions : (4) National College of Art and Design, Dublin
National Institute for Higher Education, Limerick
National Institute for Higher Education, Dublin
Thomond College of Education, Limerick.

Mainly Graduate and Post-Graduate programmes.

6.2 Regional Technical Colleges : (9) Athlone RTC
Carlow RTC
Cork RTC
Dundalk RTC
Galway RTC
Donogh O'Malley RTC, Letterkenny
Sligo RTC
Tralee RTC
Waterford RTC

Most of the courses are at the Certificate and Diploma levels. In some Colleges, a Degree programme, based on excellence developed at Diploma level has been proposed.

6.3 City of Dublin Vocational Educational Colleges : (5)
College of Commerce, Rathmines
College of Technology, Bolton Street
College of Technology, Kevin Street
College of Marketing and Design, 18/19 Parnell Square
Dublin College of Catering, Cathal Brugha Street.

These offer Professional, degree and sub-degree courses, not all of which are validated by the National Council for Educational Awards.

6.4 Other Vocational Educational Colleges : (3)
Crawford Municipal School of Art, Cork
Dun Laoghaire School of Art
Limerick School of Art, Commerce & Design.

Two of these are schools of Art and Design, which offer sub-degree courses, while the other offers sub-degree programmes in a range of disciplines.

6.5 Other Colleges : (7) All Hallows College, Dublin
College of Industrial Relations, Ranelagh, Dublin
Holy Cross College, Clonliffe, Dublin
Holy Ghost College, Kimmage Manor, Dublin
Institute of Public Administration, Ballsbridge, Dublin
St. Patrick's College, Thurles
Shannon College of Hotel Management, Shannon Airport.

Each of these are Colleges offering courses in one discipline only e.g. :
Public Administration
Industrial Relations
Hotel and Catering Management
Philosophical Studies.

## XIII. THE TEACHING OF FRENCH IN IRELAND

BY J. CONNOLLY, POST-PRIMARY INSPECTOR

Before going into the subject I have been invited to deal with, I would like to make two comments. Firstly, I am not writing as the official representative of the Minister or the Department ; my thoughts are purely personal and may not be worth much. Secondly, I do not wish to hide anything, even at risk of subsequently being accused of washing dirty linen in public. You have come here from every country in the European Community and if we were to say that in Ireland everything in the garden is rosy, it would detract greatly from these study days.

To arrive at a real understanding of the teaching of French in Ireland we have to go back a little. Beofre the 1960's, Latin was a compulsory subject for university entrance : at that time French was mainly taught in girls' schools and in the less gifted classes in boys' schools. French was regarded as an easy subject whereas to delve into the arcane world of Latin, a strong masculine mind was required ! Only the most gifted of girls were admitted to Latin classes. In the case of most girls, no serious thought was given to a career outside the home. French was supposed above all to have a civilizing influence, to add polish, to convey a certain refinement, in fact the ideal subject for a finishing school. It is therefore not surprising that literature predominated : the language was important to the extent that it gave access to the masterpieces of French literature. In any case there was no point in teaching the spoken language to girls who would probably not have an occupation, still less meet a Frenchman. Lastly, since the final examinations did not include an oral test, this did not encourage teachers or pupils to take an interest in the spoken language.

All this may seem very remote and it is true that a great deal has changed since then. On the other hand, a great many things have not changed !

Let us first have a look at the changes introduced since that time. Latin is no longer compulsory for university entrance : the number of pupils studying Latin has declined dramatically in the last ten years and French has taken its place.

Another important event in the 1960's was the provision of free post-primary education for all. For the last ten years the State has subsidized secondary education up to the Certificate of Education (A level). This had the effect of suddenly increasing the number of pupils studying French, including a substantial majority with no gift for modern languages and who even have difficulty learhing the mother tongue.

The extension of free secondary education called for a great deal of ground work but no preparations had been made. The decision was taken, and announced, literally overnight. Faced with the hordes invading the secondary schools the heads were at a loss, particularly as regards the teaching of French. In many schools teachers who were scarcely or not at all prepared, were handed a textbook and told to do their best and get on with it.

Actually, from the point of view of numbers, French is in a dominant position. As a look at a few figures, extracted from the Department of Education statistical yearbook for 1978-79, shows :

A few statistics on the teaching of French in Ireland

Lower Secondary Schools

92 % of lower secondary schools offer courses in French.
62 % of boys in lower secondary school study Franch.
80 % of girls in lower secondary school study French.

That is a total of 71 % of pupils in lower secondary school study French.

Upper Secondary Schools

89 % of higher secondary schools offer courses in French.
49 % of boys in higher secondary school study French.
70 % of girls in higher secondary school study French.

That is a total of 60 % of pupils in higher secondary school study French.

I think the figures speak for themselves - at least it may give francophiles reason to crow a little. In the case of the other modern languages (German, Spanish and Italian), there was really no point in writing out the figures, they were so minimal. This gives you some idea of the predominance of French. Is it a good thing ? Teachers of other modern languages would of course say no, but today is not the ideal moment to discuss this point.

What are the reasons for the predominance of French ? There are of course historical links between France and Ireland. But it is possible that a phenomenon similar to that which occurred in Europe some centuries before has occurred in Ireland in the last 20 years (we are always rather behind the times). In other words, French had replaced Lation as the language of the court and diplomacy. The idea still persists in Ireland that a knowledge of French, even if only superficial, should form part of the cultural baggage of an educated man. Lastly, Ireland's membership of the common market was a spur to the development of French.

Let us not rejoice too soon about the boost to the French language. We should stop for a moment to consider the dangers inherent in the short historical background just outlined. We have seen that to some extent French has taken over from Latin. Latin is a dead language, in other words a written language, therefore there has always been a marked emphasis on, not to say obsession with, the rules of grammar. Doing proses was considered the most taxing exercise - and not only in Ireland ! It is not mere chance that the intellectually gifted in France are described as "forts en theme" (good at prose).

All this means that the teaching of French in Ireland is strongly influenced by the methodology of teaching Latin with all the attendant dangers as regards learning the spoken language. One may say that the same was true et one time in other countries, but the situation has changed radically and moved in the right direction, of course, so why not in Ireland ?

Although French is well ahead of the other continental languages it is not the first language learnt. English is the mother tongue of our 95 % of the pupils. The study of Irish, the first official language, is compulsory in primary and secondary school. This means that French is usually the third language : indeed this occurs in some other countries.

Another point, it is not easy to motivate English-speaking children to learn spoken French. Pupils often have the impression that English is on the way to becoming, if not a world language, at least a "passe-partout" and sometimes a lingua franca. I had an opportunity to observe this when I was staying in

Greece two years ago. Whenever the waiter at the cafe thought he had spotted a foreigner he automatically addressed him in English. I even saw Germans, Frenchmen and Italians answering in English without turning a hair as if it were the most natural thing in the world. For a francophile, this experience was traumatic !

Another problem is the geographical position of Ireland. Everyone here is now in a position to appreciate it, so I will say no more.

Another difficulty in Ireland is the absence of compulsory oral tests. And here I must admit, the Department is somewhat to blame. In 1974/75 there were negotiations between the Department and the trade unions on the introduction of oral tests but they came to nothing and the position has remained unchanged for four years. In November 1979, the Minister for Education announced his intention of introducing oral tests. And, for once, ministerial good intentions were put into effect in a very short time. That indeed was partly thanks to a very active and persistent pressure group which is the Association of Teachers of French !

In spring 1980 some fifty institutions set oral tests for the final examination. This is not the right place to consider this experience in detail, but it may perhaps suffice to say that it was of great benefit to all who participated. The oral tests were, of course, optional. Before they can be made compulsory, at least four years' notice will have to be given. We hope to repeat the experience.

Let us return to the position with regard to the teaching of French in schools. The spoken language is taught in some schools using audio-visual and audio-oral methods. But in the sample of schools that have been visited recently, most of them were solely concerned with the written language - there were long explanations in English of the rules of grammar, translation and so on. Need I say more ? A few factors that account for this situation have already been mentioned : the influence of the method of teaching Latin, the place of Irish, the fact that we are English-speaking, the geographical remoteness from the continent.

Frequently, the absence of oral tests is blamed on the Department of Education. But the Government has a borad back. It is too easy to blame the administration for every ill. It is probably true that the Departments must sometimes act as lightning conductors - some of the taxpayers' money is used for that. But Departments are not the only ones to blame.

Let us think for a moment about the training of teachers of modern languages. Generally speaking, the training of future teachers of modern languages in Ireland is faced with some problems which, however, are not peculiar to Ireland. I know this for I have attended several meetings in Brussels on the subject of the teaching of modern languages. On such occasions, the position was reviewed in turn around the table, each delegation describing the position in his country, and there one could find that although Ireland was not top of the league, it was not at the bottom either.

Now, as to the training of teachers in Ireland, the teacher spends four years at university. For three years, he prepares his B.A. in Arts by studying two or perhaps three subjects, for example French, English and History. Although the majority of modern language students is planning to teach, no account is taken of this fact during these studies. The teachers-to-be study the same aspects of language as future journalists and interpreters. Some believe this to be a good thing. I do not agree. Here, if I may, I will cite a paragraph

from a report by a committee of the Royal Irish Academy entitled "Training of Modern languahes teachers" from 1977 :

"Most teachers prepare for their career by taking a degree in literature in a foreign language component. It should, however, be borne in mind that university degrees are by nature designed to provide general training that is essentially intellectual and cultural rather than vocational. Language departments in universities place more emphasis on reading and writing than on speaking the language : likewise, they place more emphasis on literary and historical studies than on the contemporary language. They are more interested in culture in the sense of "belles lettres" than in the life of the nation whose language the students are learning. The committee believes it would be highly desirable if the universities sought to make the students more competent in the target language with a broad range of non-literary vocabulary, both written and spoken. The committee also believes that the universities could achieve this result without sacrificing their traditional goals".

Let us take the case of a student of French. Let us assume he speaks the language well with a good accent and all that : if he wants to become a journalist or official, there is no need to teach him the contrasting phonetics of English and French. Being gifted at languages, he has perhaps learnt to speak without being aware of it. However, if he is to become a teacher, he should be aware of differences in the articulation of English and French. Now I will tell you about a personal experience : no later than last week, while I was on an inspection visit, I took a second-year French class for twenty minutes. As usual, I let the teacher warm up the class before taking over. Then I tried to make the pupils aware of the absence of an aspirate in French after the consonants 'P', 'T', 'C'. In fact, they nearly all said "le p(h)anier, la t(h)able, la c(h)arte". We took the consonant 'P' first. After a few games and exercises - that I had devised and found very useful when I was teaching - I first established that the pupils could, at least, hear the difference between "le p(h)anier" and "le panier". Then we did a few pronunciation exercises. At the end of the class, the young teacher, who spoke French well, told me he had been quite unaware of the phenomenon of aspiration in English and its absence in French and that nobody had ever told him about it. I could give endless examples.

What is the remedy ? I think a closer link should be established between modern language sections and teaching sections in universities. This is done in at least one university in Ireland, but only at Master's level. Another possibility would be to include at the end of the first year in university a teaching option in the modern language section. This would allow students who wished to become teachers to go on studying French while studying certain aspects of the language in-depth, in special courses. There would, of course, be a common core for all students of French. At present, it is only once the student has obtained a degree that a decision is made about a choice of career. Frequently, one comes across young graduates who say : "Well, now I have got my degree in arts. Since I find no other job, I shall become a teacher".

This brings me to the fourth year of initial training for teachers. During this year they prepare the Higher Diploma in Education. This is teacher training proper, the time being divided between practical on-the-job training in schools and courses at the university. Usually these are general subjects which are not specific to one particular field : psychology; development of the child, history of education, philosophy of education, comparative education, educational administration, general methodology, etc. They are essential, I agree, and the students find them interesting, even fascinating.

But, in my view, the problem is that not enough time is left over for the theoretical and practical study of the specific methodology of modern languages, since this is what interests us most. I would emphasize that the lecturers responsible for the training of teachers in modern languages do an excellent job in the little time available. But one wonders if perhaps this is only an attempt to mitigate the defects of a system which in fact should be re-examined from top to bottom. In this connection I am going to cite you another paragraph - very short this time - from the report by the Royal Irish Academy on the training of teachers of modern languages :

"The higher diploma course in general offers a relatively limited training in the use of language-teaching methods and still more limited as regards audio-visual and audio-oral methods. Teachers-to-be have too little opportunity to acquire experience in the use of modern language-teaching methods during on-the-job training in schools".

As for the training periods in schools, they take place throughout the school year for about 8 to 10 classes per week. The trainee is responsible for one or two French classes. He is visited by the supervisors and lecturers from the university who, thus, from time to time, see their students at work and give them advice. This is very good and very well done.

But apart from these visits, which are of necessity very widely spaced, what advice do the trainees receive on the spot ? None. They are left to their own devices. The Heads of Schools are not always teachers of modern languages. So for the most part as long as the trainee's pupils do not raise Cain he is left alone. No teacher ever sees him taking the class, nor does he see established teachers at work.

In some other Community countries, there is a system where the trainee is placed under the wing of one of the staff who is known to be a good teacher. The trainee and teacher take the class in turn and every lesson is followed by a discussion.

I would like to see such a system tried out here. There would, perhaps, have to be more collaboration between the university, the schools, the teachers organizations, both occupational and trade union, and the Department of Education. Perhaps the time has come to set up a high-level committee composed of delegates from these organizations to make a thorough study of teacher training.

To close, a piece of good news. The Department is setting up a Syllabus Committee to review the French language programme with a view to introducing compulsory oral tests. It will propose changes and any alterations it considers necessary. So things are also beginning to move in this quarter.

# XIV. INSTITUID TEANGEOLAIOCHTA EIREANN (THE LINGUISTICS INSTITUTE OF IRELAND)

BY IOSOLD NI DHEIRG, SENIOR RESEARCH OFFICER/LIBRARIAN/INFORMATION OFFICER AT THE LINGUISTICS INSTITUTE OF IRELAND

The genesis of ITE may be traced back to the early sixties when the Department of Education engaged as linguistic adviser the Rev. Colman O Huallachain, O.F.M. This enterprising and innovative Franciscan was the first Irishman to qualify in the new and developing field of applied linguistics. It was therefore not inappropriate that on his return to Ireland from the United States, Father O Huallachain's expertise should find a client - and a home - in the Department of Education.

It had been clear for some time to the officers of the Department that the Irish language teaching curriculum needed to be revised and simplified. To do this, however, objective information on the elements of the language needed by pupils at the different stages of learning was required. It was decided that Father O Huallachain should undertake this research on which future Irish courses could be based. This task, the first research project in applied linguistics undertaken in Ireland, culminated in 1966 with the publication of Buntus Gaeilge (1), a compilation of the most frequently occurring words, structures and syntax in use in Irish-speaking districts. On this work the Department's courses in spoken Irish for primary and post-primary schools were subsequently based (2).

In 1968, the present premises were acquired and Institiuid Teangeolaiochta Eireann was born. Re-organised and registered as a company in 1972, the aims of the Institute may be summarised as follows :

1. to carry out research in the field of applied linguistics, priority being given to all aspects of the Irish language ;
2. to carry out research on language teaching and learning ;
3. to collect and disseminate information for the benefit of national policy makers, researchers and teachers.

The staff of ITE consists of a director, a secretary, a research professor, eight full-time and two part-time research workers, together with a clerical staff of four. The research departments are devoted to Structural Linguistics, Psycholinguistics, Sociolinguistics, Modern Language Teaching and Library/ Information, respectively.

## Structural Linguistics

An extensive error analysis has been carried out on the written Irish of Leaving Certificate students in 1975. A report has been published in three parts (3). Building on the information acquired, a remedial course in written Irish for the use of trainee teachers has been designed in co-operation with lecturers in Irish in the colleges of education. The course, entitled Urchursa Gaeilge (4), has proved extremely popular and is now in use in third-level institutions generally and in some post-primary schools.

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(1) ROINN OIDEACHAIS : Buntus Gaeilge : reamhthuarascail ar thaighde teangeolaiochta a rinneadh sa Teanglann, Rinn Mhic Gormain. Baile Atha Cliath, Oifig an tSolathair, 1966.

(2) O DOMHNALLAIN, Tomas : Buntus Gaeilge - culra, cur le cheile, cur i bhfeidhm. Teangeolas, 13, 1981 : 24 - 32.

(3) O DOMHNALLAIN, Tomas & O BAOILL, Donall : Earraidi scriofa Gaeilge. I & II. Baile Atha Cliath, ITE, 1978 & 1979.
O BAOILL, Donall : Earraidi scriofa Gaeilge. III. Baile Atha Cliath, ITE, 1981.

(4) O BAOILL, Donall P. & O RONAIN, Conchur : Urchursa Gaeilge (cursa leasaithe dirithe ar laigi airithe i scriobh na Gaeilge). Baile Atha Cliath, ITE, 1980.

Another project which is now in progress is a survey of spoken Irish. The groundwork was laid by the Error Analysis and a contrastive study on the phonology of Irish and English, completed in 1975 (5). It is intended to survey : - students of Irish at third-level,
- post-primary school pupils,
- teachers and others.

Among the factors to be examined are the background of the subjects, their knwoledge of the language, including phonology, morphology, syntax, variation, passive and active knowledge, etc. (6).

A further project being carried out in co-operation with the Department of Education is the provision of a guide to pronunciation for incorporation in the Department's forthcoming pocket Irish-English / English-Irish dictionary. This is the first time that such information has been included in an Irish dictionary.

The Department of Structural Linguistics is also involved in phonological training of teachers of the deaf.

Psycholinguistics

The main activity concerns the development of criterion-referenced tests of speaking and listening comprehension in Irish at primary-school level and their application in national surveys. Inspectors of the Department of Education have greatly assisted the project. The tests so far developed are as follows :

| Standard (Grade Level) | Average age of Pupils |
|---|---|
| II | 8 |
| IV | 10 |
| VI | 12 |

It should be specified that the test instruments have been developed for research purposes and are not available for general use.

Another subject currently under investigation is the perception of spoken Irish as a first and second language. The object is to study the manner in which spoken language is processed by the subjects, both native speakers and second language learners.

Sociolinguistics

A major sociolinguistic research project carried out in Ireland in the early seventies was that of the Committee on Irish Language Attitudes Research (7). Sociolinguistic research in ITE devoted to further studies in that field and the updating of the findings of the Committee. The possibility of replicating the 1975 survey is being examined at present. Work has begun on a small survey in the Kerry Gaeltacht (Irish-speaking district) with the help of a local development organisation.

A study of primary schools conducted through Irish in the Dublin area was published in 1979 (8).

(5) O BAOILL, Donall : Cleachtai foghraiochta. Baile Atha Cliath, ITE, 1975.
(6) NI CHEALLAIGH, Deirdre : Suirbhe ITE ar an nGaeilge labhartha, Teangeolas, 13, 1981 : 7-17.
(7) COMMITTEE ON IRISH LANGUAGE ATTITUDES RESEARCH : Report. Dublin, Stationary Office, 1975.
(8) O RIAGAIN, Padraig & O GLIASAIN, Micheal : All Irish primary schools in the Dublin area ... with special reference to their impact on home and social network use of Irish. Dublin, ITE, 1979.

Modern Language Teaching

The ITE Modern Languages Project has been in operation for some years and is now being implemented in a number of post-primary schools throughout the country. In co-operation with groups of modern language teachers working on a voluntary basis, the communicative approach has been introduced to the schools (9). Defined-content reference syllabuses for French, German, Spanish and Italian have been designed (10). New teaching materials have been produced and it is expected that some will be available commercially before long.

The ITE project is affiliated to the interaction network in the school sector of the Council of Europe's Modern Language Project (11).

Library / Information

A library of books and journals in the field of linguistics is available to research workers and teachers of modern languages. Reference, lending and photocopy services are available to registered members, who also receive 'Selected Articles from Language Journals', a quaterly current-awareness service based on the journals received in the library (12) & (13).

Information is collected systematically on the following topics :
1. results of research in language learning and teaching,
2. current research in language and linguistics in Ireland,
3. bilingualism.

Activities in the field of training

A post-graduate diploma in applied linguistics for teachers of Irish has been organised in co-operation with the Departments of Education, Irish and Linguistics in University College, Dublin. Workshops, seminars and lectures on topics of interest to language teachers are regularly held.

Finally, the Secretariat of the Irish Association of Applied Linguistics, which is affiliated to AILA (Association Internationale de Linguistique Appliquee) is housed in the premises of ITE.

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(9) SHEILS, Joseph : An example of curriculum development : the ITE Modern Language Project in the classroom, in : Innovations in curriculum and examinations at second level. Proc., National Modern Languages Covention, Dublin, Centre for Language and Communication Studies, Trinity College, 1982 : 45-64.

(10) LITTLE, David et al. : Modern Languages Syllabus Project for Post-Primary Schools. Skeleton syllabus (principles and guidelines). Revised version, Dublin, ITE, 1980.

(11) COUNCIL OF EUROPE : Modern Language Project. School sector. Intensive visit organised by the Irish authorities within the framework of the interaction network in the school sector of the Modern Languages Project. (Dublin/Ireland 31 January - 2 February 1980). Report by Rune Bergentoft. Strasbourg, 1980 (CC-GP4 (80)8).

(12) O DEIRG, Iosold : The Linguistics Institute of Ireland : a profile. Linguistic reporter, 22(1)1979 : 3.

(13) O DEIRG, Iosold :ITE library and information service, FTA bulletin, 2, 1979-80 : 53-55.

Publications of ITE

- Annual Report.
- Register of Research : Language and Linguistics.
- Selected Articles from Language Journals.
- Teangeolas, half-yearly journal containing articles by research staff and others and news of work in progress in ITE.
- Various reports. List available from : The Secretary, ITE,
  31, Fitzwilliam Place, Dublin 2.

# XV. ADULT EDUCATION

BY SEAMAS O HUALLACHAIN PRINCIPAL OFFICER

## 1. INTRODUCTION

Adult Education has been defined for Irish purposes as : "The provision and utilisation of facilities whereby those who are no longer participants in the full-time school system may learn whatever they need to learn at any period of their lives" (Report of Committee on Adult Education in Ireland, 1973).
Thus the criterion in the past has been learners' needs : the task of the providers of services was to respond to individual and community needs. Recent developments suggest that this traditional policy of responding to needs is evolving in the direction of stimulating demand.

## 2. AGENCIES

### 2.1 Statutory Bodies

These include :

a. Third level Colleges, including Universities ;
b. Vocational Education Committees ;
c. Community and Comprehensive Schools ;
d. Voluntary Secondary Schools.

### 2.2 Non-Statutory Bodies

These include :

a. Institutes under the direction of the Churches or Trade Unions ;
b. Voluntary Associations which include among their aims the educational and cultural development of the community.
(Some of these, such as Muintir na Tire and the Irish Countrywomen's Association, are national organisations with branches throughout the country.
Over 120 statutory and non-statutory bodies form the National Association of Adult Education known under its Irish language title of AONTAS. The National Adult Literacy Agency which was launched about three years ago has its roots in AONTAS).

## 3. SCOPE OF PROVISION

The information given here should be regarded only as a general indication of the kinds of courses offered by the different agencies. Course details are available in the relevant published programmes.

### 3.1 Statutory Bodies

#### a. Third Level

Extra-mural courses for adults are provided by the University Colleges. For example, University College, Cork and University College, Galway offer two-year Diploma courses under such titles as Social and Rural Science, Social Study, Social Action, Industrial Relations, etc.
University College, Dublin offers courses consisting of twenty two-hour sessions on specific topics in such fields of knowledge as Accounting, Fine Arts, Languages, Philosophy, Science, etc.
Technological and technical colleges in Dublin and throughout the country contribute much to adult education within their fields of competence.

b. Second Level

(1) The Vocational Education Act, 1930 established Vocational Education Committees throughout the country and gave them responsibility for the provision of what was described in the Act as "continuation education". These Committees have traditionally been the main providers of Adult Education Courses. The population catered for by a single Committee varies from, say, 30,000 in a small county or urban district to 700,000 in Co. Dublin : likewise the number of courses offered in a given year varies from 35 for a small Committee to over 180 for the larger ones. The duration of the courses is normally either 10 or 20 weeks on the basis of one weekly meeting of two hours. Participants pay a fee which is related to the direct costs arising from the provision of the course. A minimum enrolment of twelve is required to establish a class. There is no specified maximum but classes of more than twenty are rare.

The following table attempts to classify the courses under a number of general headings with examples of specific courses in each case.

| Heading | Example |
|---|---|
| Academic | a. History |
| | b. French |
| Vocational | a. Shorthand and Typewriting |
| | b. Book-keeping and Office Procedure |
| Music and the Arts | a. Art (introduction to painting) |
| | b. Music Appreciation |
| Hobbies | a. Bee-keeping |
| | b. Floral Arrangement |
| Recreation/Leisure | a. Chess |
| | b. Navigation |
| Health | a. First Aid |
| | b. Physical Education |
| Human Development | a. Preschool Education |
| | b. Yoga |
| Literacy/Numeracy | a. Basic English |
| | b. Basic and New Mathematics |

(It may be noted that some V.E.C.s are showing an interest in the development of residential centres for Adult Education).

(2) Community and Comprehensive Schools, of which over fifty have been built in Ireland in the past fifteen years, have complemented the work of the V.E.Cs by providing for the educational needs of the adults in the community served by the school. The involvement of the community at the planning level has added an interesting dimension to the courses offered by these schools.

(3) The Voluntary Secondary Schools also offer courses for adults and nominate representatives to the Adult Education Sub-Committees of the V.E.Cs.

3.2 Non-Statutory Bodies

It is difficult to categorise the educational activities of these Bodies. Some examples may suffice to indicate their general nature.

a. The Dublin Institute of Adult Education provides courses under the general heading of social studies at its headquarters and in various

centres through the Archdiocese of Dublin. It operates an Adult Literacy Scheme.

b. The People's College was founded by the Trade Union Movement to provide opportunities for further education for workers in the Dublin area. Courses on literary, historical, legal and environmental topics are offered by the College which is also active in the literacy field.

c. The Irish Countrywomen's Association provides week-long and week-end courses for members and non-members in their Residential Adult Education College.
The general emphasis in the courses is on homecraft and leisure activities. The following titles are taken at random from the College's programme : Painting and Sketching ; Drama ; Dressmaking ; Upholstery ; Patchwork ; Rushwork ; Continental Quilts ; Mixed Gardening.

## 4. RECENT DEVELOPMENTS

### 4.1 Adult Education Organisers

In 1979 the Government decided that 50 Organisers should be appointed to develop adult education services. They were assigned to the V.E.Cs and their specific functions include : "to identify the educational needs of adults, to co-ordinate existing activities and to liaise with local economic interests in relation to the organisation of courses for the provision of skills needed for local development".
The appointment of these organisers suggests a slight shift in the official approach from the traditional one of responding to demand to one of stimulating it. The level of adult education activity has risen significantly since the first Organisers were appointed over three years ago.

### 4.2 Establishment of a Special Administrative Unit within the Department of Education

In 1980, a unit was established within the Department of Education to deal with adult education. Departmental responsibility for adult education had previously been spread over a number of administrative areas. The new unit, besides coordinating adult education activities in the Department, also provides a liaison service between the Department and adult education agencies in the field - in particular the Vocational Education Committees and also the Voluntary agencies, some of which receive an annual grant-in-Aid from the Department. Other functions of the unit include the organisation of training programmes for adult educators and the provision of an information service to the public regarding adult education courses.

### 4.3 Establishment of a Commission on Adult Education

This Commission was appointed by the Minister for Education in December 1981 with the purpose of drawing up a national plan for the development of adult education. The task of the Commission is to identify existing needs and the extent to which they are being met by current provision. It has the further task of estimating the additional resources that would require to be made available. The question of establishing a National Council to plan co-ordinate and finance services is also being considered. The Commission expects to furnish its report before the end of 1982.

## APPENDIX I

### RELEVANT PUBLICATIONS

1. Adult Education in Ireland

   Report of a Committee appointed by the Minister for Education,
   Dublin : Stationery Office, 1973.

2. White Paper on Educational Development

   Dublin : Stationery Office, 1980.

3. National Directory of Adult and Community Education Agencies

   Dublin : AONTAS, 1980.

4. Aontas - A review of Adult Education

   A twice yearly publication which forms part of the information service provided by AONTAS, the National Association of Adult Education.
   Latest issue : Volume 2, No. 2, 1980,
   Dublin : AONTAS, 1980.

## APPENDIX II

1. Statutory Instruments
   a. Vocational Education Act, 1930.
   b. National Institute for Higher Education, Limerick, Act, 1980.
   c. National Institute for Higher Education, Dublin, Act, 1980.

2. Regulations
   a. Articles of Management for Community Schools.
   b. Circular Letter Number 42/79 - Appointment of Adult Education Organisres.

## List of Participants
## Liste des Participants
## Teilnehmerliste

| | | |
|---|---|---|
| België/Belgique | Mr. H. Wouters | Head of Belgian EURYDICE Unit (Dutch-speaking part) |
| | Mlle. L. Aksajeff | Unité Belge d'EURYDICE (Partie francophone) |
| Danmark | Ms. Robin Jensen | Danish EURYDICE Unit |
| Bundesrepublik Deutschland | Professor Dr. K. Hasemann | Leiter der EURYDICE-Stelle im Bundesministerium für Bildung und Wissenschaft |
| | Dr. H. Roche | Leiter der EURYDICE-Stelle im Sekretariat des Ständigen Konferenz der Kultusminister der Länder |
| France | Mme. Renon | Unité Française d'EURYDICE |
| Hellas | Mme. Marie Eginitou-Panayotidis | Chef de l'Unité Grecque d'EURYDICE |
| Italia | Professor F. Schino | Chef de l'Unité Italienne d'EURYDICE |
| | Mrs. G. Lombardi | Unité Italienne d'EURYDICE |
| Luxembourg | Mr. Léon Thein | Ministère de l'Education Nationale |
| Nederland | Mr. J. Buitelaar | Dutch EURYDICE Unit |
| United Kingdom | Mr. J. Davies | Head of EURYDICE Unit for England, Wales and Northern Ireland |
| | Mr. Ian Morris | Head of EURYDICE Unit for Scotland |
| Central Unit<br>Unité Centrale<br>Zentralstelle | Mr. John Richardson | Head of the Commission's EURYDICE Unit |
| | Mr. Jürgen Rosenbaum | Deputy |

Commission of the European Communities
Commission des Communautés Européennes
Kommission der Europäischen Gemeinschaften

Mr. F.P. Küpper

Mr. Denis McGowan

| | | |
|---|---|---|
| Ireland | Ms. E. Ni Bhriain<br>Ms. M. McCann<br>Mr. Niall McCabe<br>Ms. Imelda O'Brien | Irish EURYDICE Unit |
| | Ms. C. Dooney | Higher Education Authority |
| | Mr. P. Mac Diarmada | National Council for Educational Awards |
| | Iosold Ni Dheirg Uas. | The Linguistics Institute of Ireland |

# Educational cooperation in the Community

The educational systems in Community countries vary considerably and this variety, which is the result of historic and cultural factors, itself constitutes a great wealth which should be preserved.
On the other hand it is in the interest of everyone to draw benefit from the experiences and projects of partner countries within the Community.

Educational policy makers in the European Community have long been aware of the value of information concerning innovations and changes introduced in other Member States in order that their own decisions might be well founded on the knowledge of alternative possibilities of practice, and the Member States agreed to promote close cooperation in the field of education at Community level.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information Network in order to increase and improve the circulation of information in the area of education policy.
This information Network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

The Education Committee of the European Community which has the task of coordinating and monitoring the action programme recommended that the use of Eurydice should in the first phase be limited to those in policy making positions.
The Education Committee consists of representatives of the Member States and of the Commission.

In accordance with their own distinctive education structures, each Member State has designated at least one National Unit to participate in the Network and the Commission of the European Communities has arranged with the European Cultural Foundation the establishment of the Commission's Eurydice Unit, which is part of the Network and assists the Commission's Education Service.
Eurydice is based on the mutual cooperation of the National units and the Commission's Unit. In addition the latter coordinates and animates the network.

Eurydice's kontorer
Eurydice - Informationsstellen
Eurydice Information Units
Unités du Réseau Eurydice
Unità di informazione Eurydice
Eurydice Informatiediensten
*Μονάδες του Δικτύου Πληροφοριών*
*Ευρυδίκη*

**BELGIQUE / BELGIE**

Unité francophone d'Eurydice
Ministère de l'Education Nationale
Organisation des Etudes
Boulevard de Berlaimont 26-28
1000 Bruxelles
Tel.: 219.45.80 (poste 131)

Nederlandstalige nationale dienst
van Eurydice
Ministerie van Nationale Opvoeding
Rijksadministratief Centrum
Arcadengebouw / 3e verd.
1010 Brussel
Tel.: 564.24.48

**DANMARK**

Eurydice's Informationskontor in
Danmark
Undervisningsministeriet
Frederiksholms Kanal 25 D
1220 Kobenhavn K
Tel.: 92.50.00
Telex: 16939

**BUNDESREPUBLIK DEUTSCHLAND**

Eurydice Informationsstellen
bestehen bei:

Bundesministerium für Bildung und
Wissenschaft
Heinemannstrasse 2
5300 Bonn 2
Tel.: 57.21.91
Telex: 885666

Sekretariat der Ständigen Konferenz
der Kultusminister der Länder
Nassestrasse 8
5300 Bonn 1
Tel.: 50.12.70
Telex: 886587

**FRANCE**

Unité Nationale d'Eurydice
Ministère de l'Education Nationale
D.C.R.I.
110, rue de Grenelle
F-75007 Paris
Tel.: 539.25.75 (poste 3799)
Telex: 270925

ΕΛΛΑΣ

*Ευρυδίκη*
*Διευθύνση Ευρωπαικών Κοινοτήτων*
*Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων*
*Μητροπόλεως 15*
*Αθήνα 126*
*τηλ. 32 37 480*

**HELLAS**

Eyridiki
Ypourgio Paidias ke Thriskevmaton
- Diefthinsi Eyropaikis Kinotitos -
Mitropoleos 15
Athina 126
Tel.: 323.74.80

**IRELAND**

National Eurydice Unit
Department of Education
Room 210
Marlborough Street
Dublin 1
Tel.: 74.02.07
Telex: 31136

**ITALIA**

Unità Nazionale di Eurydice
Euredit - Istituto della
Enciclopedia Italiana
Piazza Paganica 4
00186 Roma
Tel.: 623.07.04 / 622.52.04
Telex: 623620

**LUXEMBOURG**

Unité Nationale d'Eurydice
Ministère de l'Education Nationale
Boulevard Royal, 6
2449 Luxembourg
Tel.: 47.94.540

**NEDERLAND**

Nationale dienst van Eurydice
Centrale Directie Documentatie
Ministerie van Onderwijs en
Wetenschappen
Postbus 20.551
2500 EN 's Gravenhage
Tel.: 74.21.03
Telex: 32636

**UNITED KINGDOM**

Eurydice Unit London
National Foundation for Educational Research
The Mere, Upton Park
Slough, Berks SL1 2dQ
Tel.: 74.123

Eurydice Unit Edinburgh
Scottish Education Department
- Research and Intelligence Unit -
New St. Andrew's House
Edinburgh EH1 3SY
Tel.: 556.84.00
Telex: 727301

**The Commission's Eurydice Unit**
**L'Unité Eurydice de la Commission**

Rue Archimède 17
B-1040 Bruxelles
Tel.: 230.03.82 / 230.03.98
Telex: 65398 eurydi b